

REPORTS

FROM THE

President of Girard College,

MADE TO THE

SPECIAL COMMITTEE ON HOMES, &c.

MARCH 1859.

PHILADELPHIA:
CRISSY & MARKLEY, PRINTERS, GOLDSMITHS HALL,
LIBRARY STREET.
1859.

REPORT.

GIRARD COLLEGE, *Feb.* 21, 1859.

WM. H. DRAYTON, ESQ.,

Chairman of the Special Committee on Homes, &c.,

SIR:—By a resolution of your Committee, adopted February 14, 1859, I am “requested to furnish to the Committee, at its next meeting, to be held this day, a detailed plan by which the number of orphans occupying each table shall be reduced, and by which a judicious system of social intercourse among the orphans and their teachers and other officers of the institution shall be established.”

I have the honor to reply that the *family* is the natural and divinely established institution for the nurture and training of children. Every other is artificial and imperfect; and its imperfections will be greater, the more widely it diverges from the organization of a well-ordered family, and less as it diverges less. Girard College is an institution of this artificial and imperfect kind, designed by its founder for the maintenance, instruction and training of a class of children whose natural guardians have been removed by death, and who have been thus deprived of home influences. If boys are admitted to the college, who otherwise would have remained under the care of their mothers, with their brothers and sisters, during the years of childhood, they are deprived of that parental care, which is one of their natural rights, and for which the benefits of the college, however great, and however wisely administered, will not compensate.

It is obvious that the duties which the directors and officers of the college have undertaken to perform for the orphans committed to their care, are analogous to those of the heads of a family. The college stands *in loco parentis*, and its government is a substitute for family government. Now the ends of family government are three-fold: 1st, the happiness and peace of the family itself, while its members reside together; 2d, training its members for society and the state; 3d, training them for God and eternity.

The college provides for the happiness and peace of its inmates while they reside within its walls, by convenient arrangements for their maintenance and supervision, and by a system of discipline which encourages good conduct and restrains disorder; but its influence is exerted upon masses more than upon individuals, and its officers find difficulty in giving to so large a number those special, loving, homelike attentions which parents bestow upon their children. It endeavors to train its orphans for society and the State by intellectual and moral culture, but it only partially supplies those stimulants to mental effort which the family brings to bear upon the pupils under instruction in the public schools, and it does not draw out so fully those affections of the heart which are more potent than moral precepts in the formation of character. It strives to prepare its inmates for God and eternity, by religious instruction and worship, but its teachings fall from unconsecrated lips, and its admonitions are not sanctified with a father's prayers nor a mother's tears.

Whatever shall make the college more like a family in the promotion of these ends, will be a progressive step towards real reform; and whatever shall advance any one of these ends will incidentally advance the others. The resolution restricts the present discussion to a single point, the promotion of the first object named above, by a specific change, for a specific purpose. It proposes to reduce the number of orphans occupying each table, for the purpose of promoting social intercourse between the pupils and officers of the college, and requests a plan for carrying this out practically.

When the vacancies now existing shall be filled by the admission of new orphans, the number of pupils will be three hundred and sixty. These will occupy two dining rooms and six tables. There are four tables in one dining room and two in the other, and each table is provided with seats for sixty. As there are two hundred and forty pupils in one dining room, and one hundred and

twenty in the other, conversation is precluded, and there is no adequate personal inspection and supervision of the cleanliness and manners of the boys, by those who have charge of them at meals. These defects in our system might be remedied by subdivision into what are called, among soldiers and seamen, "*messes*", each mess to consist of from twelve to twenty pupils, to take meals in a separate room, under the supervision of an officer of the college, who shall preside at the table, and be responsible for the order, manners and cleanliness of the pupils composing his mess, and whose duty it shall be to make the half hour which is devoted to each meal agreeable and profitable to the pupils by cheerful conversation.

The pupils are divided into twenty-two classes, averaging about sixteen boys to a class. If convenience alone were consulted, it would seem to be best to allow each class to occupy a table. This arrangement would bring together those who are nearly equal in age and attainments; but it is not the arrangement of a family, nor is it the best for moral culture and training. In the family, children of all ages, above three or four years, take their meals at the same table with their parents, and the younger have the benefit of the example, as well as the care and attention of the older children. A similar distribution of the orphans might be made with advantage in the College, each mess to consist of not less than twelve nor more than twenty boys, selected from all the different schools, and of course varying in age, capacity and intelligence. There might be in every mess at least one pupil of such age and influence, that in absence of the officer, he could preside over the mess, under the general supervision of the President, just as the eldest son in a family presides at the table in the absence of his father.

The number of officers, all of whom should be capable of presiding over a mess, is twenty-four, viz: eight female teachers, five male teachers, two matrons, four governesses, and five prefects. The President is excluded from this list, not through any reluctance on his part to preside at one of the tables, for he would cheerfully discharge that duty if the Board think it desirable, but because it is presumed that he could be more useful as a general supervisor and daily visitor of all the tables.

There is a practical difficulty in the execution of this plan, or of any plan having a similar object. The dining rooms are not sus-

It is obvious that the duties which the directors and officers of the college have undertaken to perform for the orphans committed to their care, are analogous to those of the heads of a family. The college stands *in loco parentis*, and its government is a substitute for family government. Now the ends of family government are three-fold: 1st, the happiness and peace of the family itself, while its members reside together; 2d, training its members for society and the state; 3d, training them for God and eternity.

The college provides for the happiness and peace of its inmates while they reside within its walls, by convenient arrangements for their maintenance and supervision, and by a system of discipline which encourages good conduct and restrains disorder; but its influence is exerted upon masses more than upon individuals, and its officers find difficulty in giving to so large a number those special, loving, homelike attentions which parents bestow upon their children. It endeavors to train its orphans for society and the State by intellectual and moral culture, but it only partially supplies those stimulants to mental effort which the family brings to bear upon the pupils under instruction in the public schools, and it does not draw out so fully those affections of the heart which are more potent than moral precepts in the formation of character. It strives to prepare its inmates for God and eternity, by religious instruction and worship, but its teachings fall from unconsecrated lips, and its admonitions are not sanctified with a father's prayers nor a mother's tears.

Whatever shall make the college more like a family in the promotion of these ends, will be a progressive step towards real reform; and whatever shall advance any one of these ends will incidentally advance the others. The resolution restricts the present discussion to a single point, the promotion of the first object named above, by a specific change, for a specific purpose. It proposes to reduce the number of orphans occupying each table, for the purpose of promoting social intercourse between the pupils and officers of the college, and requests a plan for carrying this out practically.

When the vacancies now existing shall be filled by the admission of new orphans, the number of pupils will be three hundred and sixty. These will occupy two dining rooms and six tables. There are four tables in one dining room and two in the other, and each table is provided with seats for sixty. As there are two hundred and forty pupils in one dining room, and one hundred and

twenty in the other, conversation is precluded, and there is no adequate personal inspection and supervision of the cleanliness and manners of the boys, by those who have charge of them at meals. These defects in our system might be remedied by subdivision into what are called, among soldiers and seamen, "*messes*", each mess to consist of from twelve to twenty pupils, to take meals in a separate room, under the supervision of an officer of the college, who shall preside at the table, and be responsible for the order, manners and cleanliness of the pupils composing his mess, and whose duty it shall be to make the half hour which is devoted to each meal agreeable and profitable to the pupils by cheerful conversation.

The pupils are divided into twenty-two classes, averaging about sixteen boys to a class. If convenience alone were consulted, it would seem to be best to allow each class to occupy a table. This arrangement would bring together those who are nearly equal in age and attainments; but it is not the arrangement of a family, nor is it the best for moral culture and training. In the family, children of all ages, above three or four years, take their meals at the same table with their parents, and the younger have the benefit of the example, as well as the care and attention of the older children. A similar distribution of the orphans might be made with advantage in the College, each mess to consist of not less than twelve nor more than twenty boys, selected from all the different schools, and of course varying in age, capacity and intelligence. There might be in every mess at least one pupil of such age and influence, that in absence of the officer, he could preside over the mess, under the general supervision of the President, just as the eldest son in a family presides at the table in the absence of his father.

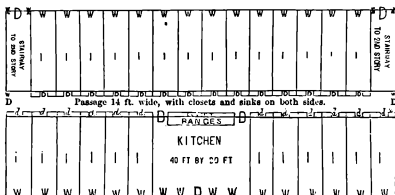
The number of officers, all of whom should be capable of presiding over a mess, is twenty-four, viz: eight female teachers, five male teachers, two matrons, four governesses, and five prefects. The President is excluded from this list, not through any reluctance on his part to preside at one of the tables, for he would cheerfully discharge that duty if the Board think it desirable, but because it is presumed that he could be more useful as a general supervisor and daily visitor of all the tables.

There is a practical difficulty in the execution of this plan, or of any plan having a similar object. The dining rooms are not sus-

ceptible of the division into separate apartments which the plan contemplates; and if the division could be made, there would not be space in them for more than two-thirds of our present number of pupils, nor are there any other rooms which could be spared for the purpose. It will be necessary, therefore, to build a *new refectory*, of suitable capacity for both the present and prospective wants of the college.

Below is a rude sketch of the ground floor of a building 160 feet long and 54 feet wide, of sufficient capacity for a kitchen and twenty-six dining rooms, for the accommodation of five hundred and twenty boys. I submit it partly to illustrate the plan which I have explained above, and partly to induce the Committee to suggest something better.

1, 1, 1, 1, &c., are dining rooms, 20 by 10 feet, each seating 20 persons. D, D, D, &c., are large doors. d, d, d, &c., are small doors from passage to dining rooms. W, W, &c., are windows.



It will be observed that both ranges of rooms are easily accessible from the kitchen through the passage or long entry which separates them, and that the passage is sufficiently wide, after deducting the space occupied by two rows of closets and sinks, for the pupils to assemble in their respective messes preparatory to entering the dining rooms.

I propose that the building be three stories high, and that one half of the second story be used as the chapel or room for public worship, anniversaries, &c., and that the other half be divided into school rooms for the juvenile department, or third primary school. The third story will be of sufficient capacity for the dormitories and section rooms of a hundred and twenty pupils and their officers.

The Committee will observe that all parts of the proposed building are wanted immediately for use, except the third story. Suitable rooms for the third primary school do not now exist on the premises. The chapel is not large enough to accommodate comfortably more than three hundred and sixty pupils; and any one who has been in that room on a public occasion, will require no argument to convince him that a more capacious apartment is a present want of the institution. The third story will be needed whenever the number of pupils shall be increased above three hundred and ninety.

The apartments which will be left vacant by the proposed changes, will not remain unoccupied. The present dining rooms and kitchens will make excellent play rooms for the pupils in inclement weather, and the chapel is needed for recitation rooms.

The resolution of your Committee also requests my "suggestions as to the practicability of a reduction in the number of text books, and an improvement in their quality, in accordance with the views of the Special Committee as expressed on the face of their report with respect to both subjects; together with a statement of the specific duties of the heads of the various departments of the institution; together with suggestions as to the best mode of carrying out the recommendation of the Committee contained in the first resolution of that report."

This part of the resolution embraces three distinct subjects, which will be discussed separately. They are, 1st. Text Books. 2d. Duties of Heads of Departments. 3d. Infant School.

1. TEXT BOOKS.

The Text Books now in use, and which have been in use during the last twelve months, are the following:

ARITHMETICS.

Emerson's Second Part.

Oram's, No. 1 and 2.

Colburn's Intellectual.

Emerson's Third Part.

READING BOOKS.

Swan's Spelling Book.
 Russell's Primary Reader.
 Swan's do do
 Sargent's First, Second, Third, and Fourth Reader.
 Kay's First, Second, and Third Reader and Primer.
 Pierpont's American First Class Book.
 Sargent's First Class Standard Reader.
 Cowper's Task.
 Longley's Phonetic Primer and Reader, (out of use.)
 Bible, and New Union Hymn Book.

ENGLISH GRAMMARS.

Brown's First Lines.
 Brown's Institutes.
 Parker's Exercises in Composition.

GEOGRAPHIES.

Mitchell's Primary.
 Colton & Fitch's Modern School.
 Woodbridge & Willard's.

ENGLISH DICTIONARIES.

Worcester's Primary.
 Cobb's Walker, (out of use.)
 Worcester's Elementary.
 Reed's Reid.

HISTORIES.

Goodrich's United States.
 Scott's Manual, United States.
 Wilson's Outlines.

CONSTITUTIONAL LAW.

Sheppard's Const. Text Book of United States.
 Fuller's Political Class Book of Pennsylvania.

MATHEMATICS.

Alsop's Algebra.

Davies' Legendre's Geometry and Trigonometry.

Davies' Surveying and Navigation.

WRITING AND BOOK-KEEPING.

Becker's Copy Books.

Becker's Book-Keeping.

NATURAL SCIENCE.

Johnston's Natural Philosophy.

Stockhardt's Chemistry.

Green & Congdon's Botany.

Mattison's High School Astronomy.

Cutter's Human and Comparative Anatomy.

FRENCH AND SPANISH.

Gengembre's French Instructor.

Gengembre's First Course in French.

Fleming & Tibbins' French Dictionary.

Vie de Washington.

Napoleon par Dumas.

Histoire de Charles XII.

Siècle de Louis XIV.

Student's Companion, (out of use.)

Ollendorff's Spanish Grammar.

An inspection of this list shows that there are at present in use five arithmetics, three geographies, sixteen reading books, three books of history, three English grammars, four English dictionaries, two constitutional text books, and one text book in each of the other branches in which instruction is given, with the exception of French.

The above list is given to inform the Committee what is the actual number of text books now used. The statement in the printed report to which the resolution refers, was designed to show the whole number used in the college during a period of ten years from its opening. Changes in some of the books have been made almost

every year, under the light of experience, with a view to improvement, and with the consent of the Board of Directors; and further changes will be recommended. But it is plain, that every substitution of a new text book for an old one, while it adds to the number which *have been used*, does not increase the number *actually in use*.

The writer of the report has fallen into some unintentional errors in regard to text books, from the fact that the list from which he derived his information was compiled from the booksellers' bills, and not from the records of the Board and of the Committee on Instruction. I beg leave to point out some of these errors, and their sources. On one bill a book would be charged as "*Pierpont's Class Book*;" on another the same book would be called "*The American First Class Book*;" but these were copied upon the list as two different Readers. Three Dictionaries, of which one or two copies were purchased with the consent of the Committee on Instruction for the use of the teachers, to lie on their school tables as books of reference, and one Pronouncing Gazetteer which was purchased for similar use, and several Arithmetics used only by the teachers to take examples from for the practice of their classes on the blackboard, were all set down as text-books. The same book was entered on the list in one place as "*Swan's Pr. Reader*," and in another, as "*Swan's Grammar*." The United States Arithmetic occurs twice in different parts of the list under the same name, and was counted twice. The French and Spanish Dictionaries and Grammars were counted with the English, and Darlington's *Botanica Cestrica* was put down as a dictionary.

These errors were pointed out to the writer of the report, who permitted me to inspect the list on which his statement was founded, but not until after the report had been printed and submitted to the Board. I had no opportunity to see the report before that time, some extracts only having been read to me by the writer. The report contains other errors of a graver character than those to which I have referred above, which were subjects of discussion and correspondence between the writer and myself, but as they do not fall within the scope of the resolutions which are now under consideration, I ask leave to defer a notice of them till the subjects to which they refer shall be brought up for action or review. In all that I have said and written on this subject, and in all that I may say and write hereafter, I wish to be distinctly understood as fully and entirely

acquitting the writer of that report, and the members of the Committee who relied on his statements, of any and every intentional error or misrepresentation.

I recommend that the number of text books be reduced by striking from the list

Longley's Phonetic Primer,
 " " Reader,
 Cobb's Walker's English Dictionary,
 Reed's Reid's " "
 Young Student's Companion, (French)
 Gengembre's French Instructor,
 " First Course in French,
 Ollendorff's Spanish Grammar.

I recommend Worcester's Dictionary as a substitute for Reed's in the Principal Department; and Cubi's Spanish Grammar as a substitute for Ollendorff's. I also recommend the introduction of Hickok's Moral Science.

It is my opinion, founded on the experience of a lifetime devoted to the instruction of youth, that in most branches, the living voice is far preferable to the printed page as a medium for the communication of knowledge to the young; and that every teacher should be so familiar with the subjects in which he undertakes to give instruction, as to dispense with the use of text-books, except in rare cases, while in the presence of his classes.

2. DUTIES OF THE HEADS OF DEPARTMENTS.

The Heads of Departments are as follows:

1. The Matron.
2. The Principal of the Principal Department.
3. The Principal of Primary School No. 1.
4. The Principal of " " No. 2.
5. The Chief Prefect.
6. The Steward.

Being familiar, from daily observation and inspection, with the duties of these officers and with the manner in which they are discharged, I might have replied directly to the call of the Committee for

information respecting them : but to avoid any suspicion of injustice or partiality, I preferred that each of them should make out a statement of his own duties, reserving the right to correct errors, should any be made. I accordingly addressed a note to each of the Heads of Departments, and to the Assistant Matron, requesting them to give me, in writing, the information desired by the Committee. I have the pleasure to transmit their answers, which I have examined and find to be correct, as a full and explicit reply to that part of your resolution which refers to the duties of the officers.

GIRARD COLLEGE, *Feb.* 19th, 1859.

PRESIDENT ALLEN,

DEAR SIR :—In obedience to your request, I would respectfully submit to you the following statement of my duties as principal, and as teacher in the Principal Department.

As Principal of the school, I arrange from term to term the programme of the daily exercises of the classes, and also the order of the semi-annual examinations, both being submitted to the President for his approval. On each Saturday, I read to the school the record of demerits for the past week, and take occasion to make such remarks as any particular case of discipline may require ; I also speak to the school from time to time on the subject of their duties and conduct. I give any general order that concerns the whole school, and therefore does not come within the province of any particular teacher ; and attend to any direction of the President, or request for information in regard to the affairs of the school.

After each examination, I arrange the papers of the pupils and present them to the President, and from the marks of the different teachers as entered on the school record, prepare a schedule of averages showing the relative standing of the classes in the different departments of study in the school ; and also, with the consent of the President, make such promotions and degradations as the merits and deficiencies of the scholars may render proper. It is also my duty to report monthly to the President any noteworthy occurrences that have happened, or changes that have been made in the school, and to suggest

for his consideration any new measure that it may appear to me desirable to adopt.

As regards the instruction given in the Principal Department, my responsibility, as I have understood it, is confined to the English, Mathematical, and Scientific studies. The teachers of English and mathematics are accustomed to consult with me in regard to the course to be pursued in the studies taught by them; and what we usually designate as scientific studies are taught by me. I am employed all the school hours. In the forenoon in hearing recitations from eight o'clock till twelve, in the afternoon in lecturing to two classes from three to four o'clock. The hour from two to three is allowed to me to prepare experiments and illustration for my lectures. Classes A and B have each with me four recitations per week, and classes C D E and F have three each. Six lectures are given in a week, and are attended by the classes in the following order. By A and B on Tuesdays and Fridays, by C and D on Mondays and Wednesdays, and by E and F on Thursdays and Saturdays.

The studies taught by me are as follows: Natural Philosophy, Chemistry, Physical Geography, Botany, Human Anatomy and Physiology, and Astronomy. The time given to each varies a little in different classes, according to the progress made. The first three terms, or one and a half years, are given to the study of Natural Philosophy and Chemistry, allowing about one and a-half terms to each, while the pupil passes through the classes F E and D. The study of class C is Physical Geography. Classes B and A have two studies at a time with me, thus allowing two recitations in each per week. In the winter session they both study Astronomy, and a brief treatise on Anatomy and Physiology. In the summer session Botany is their chief study, and they also receive at that time instruction in the application of chemistry to agriculture, and some knowledge of rocks and minerals.

Throughout the course, the lectures are illustrative and explanatory of the studies pursued.

Very respectfully, yours, &c.,

LEMUEL STEPHENS,

Principal of the Principal Department.

WM. H. ALLEN, LL. D.,
President Girard College :

SIR :—In reply to your note of the 16th inst., requesting me to prepare for the information of the Board, a detailed account of the specific duties which are performed by the Principal of Primary No. 1, the number of classes taught, the branches in which instruction is given, the number of hours engaged in teaching, &c., &c., I present the following statement.

The first Primary School consists of six classes—A and B, under the immediate instruction and discipline of the Principal—C and D, instructed by the first assistant—E and F, by the second assistant. The assistant teachers have no responsibility beyond the two classes assigned to them.

The particular duty of the Principal is the instruction of the two highest classes of the school, and the preparation of the candidates for the Principal Department. These classes are instructed in History, Geography, Arithmetic, Grammar, Elements of Composition, Reading and Penmanship; and in all these branches are taught exclusively by the Principal of the School.

The Principal is responsible for the general discipline of the school, the assignment of the studies to be pursued by all the classes, and the amount of time to be devoted to each study.

At the close of each term of five months, an examination on the studies of the term is held in every Department of the School. These examinations are conducted by the Principal. Ten questions are proposed to each class in each study. As there are six classes in the school, and the number of branches taught to each class ranges from six to eight, the number of questions required for each semi-annual examination ranges from four to five hundred. These questions are prepared and proposed by the Principal of the School. Each pupil is required to *write* the answers to the questions, and these papers are carefully examined, and the result is reported to the President of the College. These reports are prepared and presented by the Principal.

A daily record of conduct and recitations is kept by each teacher, and at the close of every month, the demerit marks given to the pupils by all the teachers, are reported in writing, through the Principal, to the President of the College.

At the close of the year, the recitation marks of each pupil are summed up, his rank in the school ascertained, and duly reported in writing by the Principal of the School to the President of the College.

These numerous reports are exclusive of the regular monthly statements of the condition of the schools, the progress of the pupils, &c., &c., addressed by the Principal to the President of the College, and by him presented to the Board of Directors.

The rules of the College state the school hours, from 8 to 12 A. M., and from 2 to 4 P. M. This is the amount of time employed in regular instruction. Every one familiar with the details of school duty fully understands the necessity of previous preparation for the employment of the pupils during the day; and the amount of time required for making up delinquencies in conduct and recitations, examination of different exercises—the results of each pupil's work during the day—and other apparently trifling, yet highly important labors, which must of necessity be performed out of school hours. The full number of hours devoted to school duty, is from 7½ to 12½ A. M., and from 1½ to 5½ P. M.

All the teachers are required to attend the morning and evening services in the Chapel with the pupils. Every fourth Sunday, each teacher is required to be present at all the Chapel services of the day, to attend to the order of the pupils during the time allotted to devotional exercises. By this arrangement, three teachers are in attendance in the Chapel every Sunday. On all public occasions, the teachers have a portion of the duty of maintaining order and good manners among the pupils during the time appropriated to in-door exercises.

This routine of duty is entirely familiar to you, Sir, but at your request, I have entered into this detailed statement. All of which is respectfully submitted.

MARY LYNCH,
Principal, Primary No. 1.

February 18, 1859.

To the President
of Girard College,

SIR:—In compliance with your request, I submit the following statement of my duties as Principal of Primary No. 2.

I have two classes under my own particular charge, to which I give instruction in Spelling, Reading, Writing, Definitions, Grammar, Geography and Arithmetic. With these, I have the general supervision of the six classes under the charge of the three assistants, spending a portion of every week with the classes of the second and third assistants, those of the first assistant being taught in the room with my own.

It is my duty to conduct the semi-annual examinations, prepare the questions, ten of which are given in each branch taught in the school, and register the results.

A daily record of the recitations is kept, and, at the close of every month, each boy is assigned the standing to which his average entitles him. Also, at the close of every year, the yearly standing of each boy is given.

I am present at the daily services in the chapel, and once in every four weeks, attend the Sunday services. On all holidays, when there are services in the chapel, it is the duty of the teachers to be present.

The number of school hours daily, is six. These are devoted entirely to instruction, and hearing the recitations prepared at home. All delinquencies, either in lessons or conduct, are attended to out of these hours,—as are also all preparation for school, examination of exercises, &c., &c.

Respectfully,
JANE OVERN,
Principal of Primary No. 2.

February 17th, 1859.

GIRARD COLLEGE, *February 18, 1859.*

MR. ALLEN,
President of Girard College,

In reply to your note of the 16th inst., requesting a statement of the specific duties performed by the Matron and the Assistant Matron at the present time, I submit the following information.

The Matron is responsible to the President for the preservation of order among the members of the household over which she presides, and for the proper performance of all the work done by those under her direction.

She superintends, personally, the daily routine of duty performed in No. 2. She directs all the work done by the seamstresses, chambermaids and washerwomen. She advises with the nurse relative to the affairs of the infirmary which do not strictly belong to the physician.

When a pupil is considered dangerously ill, her personal attendance is given in the sick room.

She receives the newly admitted pupils, and enters their names in a register kept for the purpose. When a pupil goes out from the College on trial, she places every necessary article of clothing in his trunk, and when he is indentured, procures his outfit, packs it carefully, and sends it away according to the direction given.

She receives and fits all the new clothing every spring and fall, and refits the every-day garments at least four times in the year. She gives out the plain sewing, such as flannel, day and night shirts, and receives the same when returned by the out-door seamstresses. The cast-off clothing is carefully examined, and those articles that cannot be repaired are sent to the different institutions designated by the Committee. Personal inspection is made of the condition of the beds and bedding, and the same changed according to the change in the season. She replaces every article of dry goods when worn out.

She is ready to attend to the personal wants and requests of the pupils from 4 o'clock till they retire to rest, and through the night, when occasion requires. A portion of the winter evenings is spent in the play room with the younger children.

She receives all notes of introduction asking for special attentions, all applications for employment or relief, together with the almost daily calls from the pupils' friends.

The forethought to be exercised, in order that all things necessary for the comfort of so large a family as ours may be provided in season, devolves in a great measure upon the Matron.

There is a division of *labor*, but none of *time*, between the Matron and Assistant Matron; both are on duty all the time, except when absent by permission.

The Assistant Matron directs all the duties performed by the cooks,

waiters and scrubbing girls. She makes daily examination of provisions sent from the market, the garden and the store-room; superintends its preparation, so that there may be as much variety as possible out of the accustomed supply.

She gives personal attention to any member of the family who may be indisposed — officers, children and servants alike. She gives attention to the order in No. 3 during the day, and when necessary, administers to their wants during the night. Both Matrons are on duty every other Sabbath, the hours of which day are devoted to the instruction of the children.

The Governesses are on duty from 5½ o'clock in the morning till 8 o'clock, and from 12 till 2 o'clock, after which they take dinner. They attend prayers in the chapel at 4 o'clock, after which they remain on duty in the section till 8 o'clock, at which time the children retire. It is her duty to see that good order is preserved in the dormitories till 10 o'clock, and to be ready to give attention to all who may require it during the night.

No other duty is required of them, in addition to the supervision of the sections.

Respectfully yours,

J. MITCHELL,
Matron.

WM. H. ALLEN, ESQ.,

DEAR SIR:—In answer to your request for a detailed statement of my duties as Head Prefect in the College, I submit the following “for the information of the Directors.”

1st. To take charge of all the boys on the play-ground while the Officers are breakfasting.

2d. To take charge of Sections A, B, C and D respectively, one day in each week, from 8 A. M. to 10 P. M., which duty detailed seriatim, is as follows, viz:

To be present at 12 o'clock at the north end of the College to superintend the boys at their play until the dinner-hour at 12.20', to go with them to table, to preserve order and decorum among them while there; to accompany them thence to the play-ground, where they remain until the bell rings for school at quarter of 2 P. M.; at which

time, I reconduct them to the College, and remain there until they are all in school.

To be present at the Chapel exercises, at 4 P. M., and take charge of the order of a section during their continuance, after which to conduct them to their study-room to deposit their satchels, and from thence to the play-ground, where I leave them in charge of the other Prefects, while I attend to the changing of shoes; which being finished, my special duty is to preserve order in and around the buildings, and when not elsewhere engaged, upon the play-ground.

To accompany them, at 6 P. M. to supper, where I have sole charge of two sections.

From the table, I conduct the section that I have specially in charge for the day, to the section-room, where I leave them for a short time under a monitor, while I get my supper, after which I return to the section-room, superintend their studies during the time assigned for that purpose, remain with them until the hour for retiring, (which varies according to the average age of the section, from 8½ to 9½ P.M.,) then conduct them to bed, and remain with them until 10 P. M., when my special responsibility ceases.

Thus am I engaged four days every week, relieving each day an officer; on the fifth, I am relieved.

3d. On Saturday, the only day (except the one just mentioned) on which I have in charge no section, I superintend the blacking of the shoes of the four small sections; am present at the boy's tables during meals, and preserve order in and around the buildings and upon the play-ground during play hours, which, on Saturday, are from 10 A. M. to 6 P. M.

4th. To take charge of two sections, the half of every Sabbath, commencing or ending at 2 P. M.

5th. To take charge of the shoes of Sections A, B, C and D; to keep a memorandum of the time of giving new shoes to each boy; and of all losses and intentional damage of shoes by the boys; and to attend to the fitting both of shoes and boots.

6th. To hear and determine disputes arising among the boys, when out of school, and the complaints of boys against one another.

7th. To give "*passes*" to boys, wishing to go to parts of the grounds and buildings where passes are required, and to boys who have leave to go into the city, noting the time of their departure and return.

8th. To arrange and superintend the division of labor among the other Prefects, so that all shall, as nearly as possible, perform equal duties and receive equal privileges.

9th. To report to the President all matters of which he ought to be informed, including all neglects of duty and breaches of rule.

Respectfully,

T. C. BAILEY,
Head Prefect.

GIRARD COLLEGE, Feb. 16, 1859.

WILLIAM H. ALLEN, ESQ.,
President of Girard College,

DEAR SIR :—In answer to your request of this date to furnish you with a detailed statement of the duties performed by the Steward of the College, under the existing arrangements, I respectfully give the following answer.

The Steward performs all the duties required of him by the President of the College and the Household Committee, from whom he takes his orders. They consist of making all the purchases for subsistence, with the exception of the beef and mutton, which are contracted for yearly by the Household Committee; he attends to receiving and taking care of all the goods in that line, except the meat, which goes directly into the care of the Assistant Matron; attends at the store rooms at least once each morning, for the purpose of handing out the supplies for the day, including the boots and shoes for the boys, which are also in his charge, after which he looks around the buildings and grounds in order to see that the workmen are properly engaged; attends to all the repairs of the buildings, fences, gas fixtures, furnaces, water tanks, heaters, ranges, hydrants, filling ice house, cleaning sinks, having the grounds mowed, the grass made into hay, and taken care of for the cows; putting in a supply of coal; sees that the garden produces sufficient of vegetables for the Institution; the mending of the boys' shoes; takes the boys (that are sent out from the College), with their baggage, &c., to their places or the depot, as the case may be; has charge of the horses, wagons, &c., that they are kept in proper order. As there is something wanted for the use of the Institution nearly

every day, he is required to go into the city for the purpose of getting the wants supplied; he settles for all purchases not exceeding \$10, collects the larger bills together at the end of the month and puts them in proper order for the inspection of the President and Household Committee, pays the wages of all the laborers and out-door sewing women, takes their receipts, and produces them, with his accounts and other vouchers, as before stated. In addition to the above, he has charge of the cows, sees that they are properly fed, regularly milked and cared for, (a duty that did not belong to the former Steward, the milk being supplied in a different way.)

There are many other small matters that come under his charge, such as are necessarily attendant to an Institution of this kind.

Very respectfully, yours, &c.,

WILLIAM FIELD,
Steward.

GIRARD COLLEGE, *Feb. 17th, 1859.*

MR. ALLEN,
President of Girard College,

SIR:—In reply to your note of the 15th inst. I submit the following information.

1st. I take a daily account of the meat which is brought to the house, divide it into portions, suitable for the different sections, and the adults' tables.

2d. I arrange the meals for the house, according to the supply on hand.

3d. I examine the cold provision left from the previous day, appropriate it, look over the bread closets, have the stale bread toasted, and the scraps put aside for the poor.

4th. I receive the fruit for the boys, sort it over, count out the portion allotted for each section, and use the remainder for the adults.

5th. I make all the mince meat and pickles for the family, the dessert for the Matron's table, and all the cake for the Directors.

6th. I receive the milk and butter, and daily distribute it, in quantities suitable for the different tables.

7th. I keep order in one half of the boys' dining room every day at

dinner, see that the different tables are supplied, assist the smaller boys, &c.

8th. On Sunday I have a class of sixteen boys, twice a day; a portion of the time is devoted to reading the Bible.

9th. The parts of the different houses which are under my charge to be kept in order, are the following:

10th. In No. 5, three school rooms, with the stairs and hall.

No. 4. Basement entry, with the bath rooms, and shoe blacking room.

Lavatories between No. 3 and 4.

No. 3. Matron's dining room, section rooms, and hall on the first floor, with all the rooms in the basement.

In addition, there are the front steps, pavements, yards, and out-buildings of the two houses.

In the absence of the matron, I have a general supervision of all the household.

Respectfully yours,

FRANCES BIDDLE,
Assistant Matron.

Though the President is not the head of a department, the Committee may wish to know more of the details of his duty than they would learn from occasional visits to the college. I therefore request permission to say, that he has charge of the moral instruction and discipline of the pupils, conducts the family worship in the chapel twice daily, delivers a lecture on some moral or religious subject, once a week on an average, on Sunday in the chapel; engages teachers approved by the board for the part of each Sunday not occupied by himself, receives daily reports of all cases of discipline from the officers of the household and schools, receives oral reports weekly from all the teachers and household officers, receives written reports monthly from the heads of departments, presides at the weekly meetings of the teachers and household officers, presides at the dinner tables of the pupils in No. 3, when not necessarily engaged elsewhere, hears complaints and decides appeals of pupils against their officers, of officers against each other and against pupils, of the mechanics, laborers and servants against the heads of departments and each other, and such controversies between the pupils as are referred to him by the

head prefect, or are brought up by appeal from the decisions of said prefect. He makes frequent visits of inspection to the schools, section rooms, infirmary, lavatories, bath rooms, play-grounds and other parts of the college buildings and premises, listens to the instructions which are given by the teachers, proposes questions to the classes to test their progress and the accuracy and thoroughness of their knowledge, inspects the examination questions and papers, prepares a written report monthly for the Board of Directors and for the Committees of the Board whenever the wants of the college require, and whenever his views and opinions are requested. He also presides at the anniversaries and other public meetings at the college, performs the burial services of such deceased pupils as are interred in the college burying ground, receives and attends to visitors bringing letters of introduction, and conducts an extended correspondence relating to the affairs of the institution.

3. INFANT SCHOOL.

The first resolution in the printed report of the Committee declares the will of the Board to be, "that measures be taken to organize an Infant School Department for the youngest pupils in the college, on the most approved plan, and to secure the services of one or more teachers of tried skill in that particular branch or method of instruction."

Let me first observe that the abuses of the infant school system have brought the name into disrepute among educators, and I shall therefore ask leave to call the proposed department the "*Third Primary School*."

The instruction of children of the age of the youngest pupils in Girard College requires the aid of sensible objects, and the relief which amusements afford both to body and mind. The first requisite to the organization of a school for this class of children is a building or part of a building constructed with reference to this specific object, with suitable galleries and play rooms. Should the new refectory be erected, as I have recommended above, one-half of the second story might be constructed for this school. When the rooms shall have been prepared, the second requisite will be to furnish them with a great variety of objects of interest—such as maps, pictures, specimens of natural history, simple apparatus, curiosities and playthings. The

third requisite will be to obtain teachers of tried skill in communicating knowledge to pupils of tender age; of a patience which nothing can weary; of a temper which petty annoyances will not ruffle, sympathizing, gentle, motherlike; lovers of their occupation, and lovers of children.

Until these requisites are supplied, all that we can accomplish for this department must be done in rooms ill adapted to the purpose, with such materials and agencies as we have at command. A mere beginning has been made by the removal of twenty boys to a room in No. 5, who have been placed under the care of an amiable and gentle young lady, with little skill or experience, but who will gradually gain confidence and power, and make in time a good teacher. I have also recommended that another room be fitted up in No. 5 for a second division of the children, to be placed under the care of Miss Reilly, who possesses all the qualities of a first rate teacher of a school of the grade proposed. If this recommendation should be adopted, I will communicate to the board a list of such articles as the rooms are fitted to display, for the instruction and recreation of the boys. But these arrangements should be regarded as temporary and experimental, and if the proposed refectory should not be erected, it will be necessary to build a separate edifice for this third primary school.

The second resolution of your Committee is as follows :

“Resolved, That the President of the College is requested to make to this Committee a report, in which he shall propose a plan making the alterations in the present system of instruction, training and discipline, which shall in its effects place the Institution on the basis which the will of Mr. Girard intended, and establish a more systematic plan of instruction and supervision, such as now governs other like Institutions.”

We read in the will of Mr. Girard that that eminent benefactor was “particularly desirous to provide for such a number of poor male white orphan children as can be trained in one institution, a better education, as well as a more comfortable maintenance, than they usually receive from the application of the public funds.” He therefore directs “the Mayor, Aldermen and Citizens of Philadelphia,” now the “City of Philadelphia,” as his trustee, to apply and expend so much of a certain

specified sum as may be necessary, "in erecting a permanent college, with suitable out-buildings, sufficiently spacious for the residence and accommodation of at least three hundred scholars, and the requisite teachers and other persons necessary in such an institution, and in supplying the said College and out-buildings with decent and suitable furniture, as well as books and all things needful to carry into effect his general design." That "a competent number of instructors, teachers, assistants, and other necessary agents shall be selected, and when needful, their places from time to time supplied; they shall receive adequate compensation for their services; but no person shall be employed who shall not be of tried skill in his or her proper department; of established moral character; and in all cases persons shall be chosen on account of their merit, and not through favor or intrigue." That certain poor white male orphans shall be admitted to the college, under indentures or otherwise, and "shall be there fed with plain but wholesome food, clothed with plain but decent apparel, (no distinctive dress ever to be worn,) and lodged in a plain but safe manner. Due regard shall be paid to their health, and to this end their persons and clothes shall be kept clean, and they shall have suitable and rational exercise and recreation. They shall be instructed in the various branches of a sound education, comprehending reading, writing, grammar, arithmetic, geography, navigation, surveying, practical mathematics, astronomy, natural, chemical and experimental philosophy, the French and Spanish languages, and such other learning and science as the capacities of the several scholars may merit or warrant." He furthermore declares that he "would have them taught facts and things rather than words or signs," and that it is his especial desire "that by every proper means, a pure attachment to our republican institutions and to the sacred rights of conscience, as guaranteed by our happy constitutions, shall be formed and fostered in the minds of the scholars." He further provides, that if "any of the orphans admitted into the college shall, from mal-conduct, have become unfit companions for the rest, and mild means of reformation prove abortive, they should no longer remain therein."

Between the ages of fourteen and eighteen years the orphans "shall be bound out to suitable occupations, according to the capacities and acquirements of the scholars respectively, consulting, as far as prudence shall justify it, the inclinations of the several scholars as to the occupation, art or trade to be learned."

The desire of the Founder is that "the tender minds of the orphans shall be kept free from the excitement which clashing doctrines and sectarian controversy are so apt to produce, and that all the instructors and teachers in the college shall take pains to instill into the minds of the scholars the purest principles of morality, so that, on their entrance into active life, they may, from inclination and habit, evince benevolence towards their fellow creatures, and a love of truth, sobriety and industry."

To carry into effect this noble scheme of beneficence, Mr. Girard not only appropriated an ample fund from his personal estate, but he also declared, while he set apart certain other property and accumulations for improvements designed to promote the health and prosperity of the city, that "the rents, issues and profits of his real estate in the city and county of Philadelphia shall forever be reserved and applied to maintain the aforesaid College."

These extracts, with which the Committee are already familiar, and which have been copied for convenience of reference, contain all that is essential in Mr. Girard's Will relating to the organization, support, and internal administration of the college. They constitute the organic law of the institution, out of which its system of teaching and training must grow, and to which all its methods and usages must conform.

In order to give the Committee the information which they desire, in a practical form, I propose to make an exposition and analysis of the system now in operation in the College, and to suggest for consideration such modifications therein as in my opinion are desirable, and in accordance with the Will of the benevolent Founder.

Our system comprehends five departments, which will be explained separately, though they are mutually dependent and to a certain extent overlap each other. These are

1. A Financial Department.
2. A Home or Household Department.
3. A Department of Instruction.
4. A Department of Discipline.
5. A Department of Apprenticeship.

1. FINANCIAL DEPARTMENT.

All disbursements of money for clothing, furniture, and subsistence, as well as for salaries, wages, improvements, repairs, books, and stationery, are made by the Board of Directors from appropriations out of the annual revenues of the Girard Estates. These appropriations are made by Ordinance of the Select and Common Councils of the City of Philadelphia. All bills, before they can be paid, are subjected to the supervision of the Committee on Accounts of the Board of Directors of the College, of the Joint Committee of Councils on the Girard Estates, and lastly of the City Controller. As the undersigned has never had power to expend any part of the appropriations, except under specific resolutions of the Board or its Committees, nor any agency or control in the management of the finances of the College, he has no suggestions to offer in relation to this department.

2. HOME, OR HOUSEHOLD DEPARTMENT.

The officers of this department are a Matron, Assistant Matron, five Prefects, four Governesses, a Steward, two Physicians, and a Dentist, who report weekly or monthly to the President, and with the exception of the Physicians and Dentist in their professional capacity, receive directions from him, or from the Committees of the Board, or the Board itself, through him.

For domestic care and training the orphans are divided into eight sections, four of which, containing sixty boys each, are under the charge of prefects; and the remaining four, of thirty boys each, are supervised by governesses. When vacancies occur in the higher sections, they are filled by promoting from the lower sections those orphans who are most advanced in age and attainments, in such manner that members of the same classes in the schools shall be, so far possible, members of the same sections in the household. A prefect's section usually consists of four classes, and a governess' section of two. When new pupils are admitted to the college, they are assigned by the president to the sections of the governesses in which vacancies may at the time exist, and they are thenceforward on the line of promotion.

Members of the same section occupy the same or contiguous dormitories, and are seated together at table and in chapel. They are under the supervision of their prefects and governesses when they rise in the morning and when they retire to rest at night, in the lavatories and bath rooms, at meals and at play; in a word, at all times when they are not under the charge of their teachers. Allowing nine hours as the average time for sleep, and six hours for school, they are subject to the household officers and associated with them nine hours in twenty-four, and a much larger portion of every Saturday and Sunday. The moral instruction and training of the orphans are therefore to a great extent in the hands of these officers, and the cultivation of modesty, propriety, purity, truth, and the home-like affections will greatly depend upon their fidelity, intelligence and skill. Their vocation is in no respect inferior in dignity and responsibility to that of the teachers in the schools, and the influence which they exert upon the happiness and welfare of the orphans while residing in the College, is only surpassed by that which they will project into their future lives. It is therefore plain, as well from the nature of their duties as from the emphatic requirements of Mr. Girard's Will, that this class of officers should be of tried skill in the discipline and moral training of youth. It is also desirable that they should have capacity and experience as instructors of the intellect, that they may be able to assist the pupils in the preparation of their lessons, to solve doubts and remove difficulties, and in case of the illness or absence of a teacher, to supply his place in school.

I therefore recommend, that as vacancies shall from time to time occur among the prefects and governesses, they be filled by the appointment of persons of "tried skill in teaching and training." It is probable that the salaries which are now paid to the governesses, which are doubled in value by including board, washing, and furnished rooms, would command the services of women possessing all the above-mentioned qualifications. But as male care-takers are required for the older pupils in the section rooms, and for the supervision of the play-grounds; and as the compensation of this class of officers has not been sufficient, with a few exceptions, to induce men of the desired qualifications to remain permanently in that sphere of duty, it will probably be necessary to increase the salaries of the prefects, or to supply their place with teachers, a change which would

involve an equal increase of expenditure. The office of prefect has been usually sought and accepted only by young men, who have intended to hold it as a temporary resource, until they could prepare for some profession, or obtain a more lucrative situation elsewhere. The result has been, that in too many instances they have worked for their salaries rather than from any love for an occupation which they proposed as soon as possible to abandon; and while there have been honorable exceptions to this remark, the institution has been deprived of the services of competent officers, at the very moment when their experience and skill rendered them most valuable.

I also recommend that another play-ground be laid out and inclosed, upon such part of the premises as shall be best adapted to the purpose, and that such improvements be made in both play-grounds, as shall render them comfortable, healthful and attractive.

3. DEPARTMENT OF INSTRUCTION.

This department will be considered under three divisions: Moral, Intellectual, and Physical.

MORAL INSTRUCTION.

The will of Mr. Girard constitutes all the officers of the College moral instructors; and their teachings should be "line upon line, precept upon precept, here a little and there a little," in settling the casual disputes of the play-grounds and section rooms, in curbing violent anger, in the inculcation of a love for truth and justice, instilling sentiments of honor, implanting the seeds of patriotism, and especially in the culture of the benevolent affections, in kindly words and tones which fall like gentle dew upon the human heart, and in examples which are living illustrations of that principle of love to God and love to man, out of which the mature fruits of virtue and religion grow.

In addition to these incidental teachings, for which daily and hourly opportunities arise, our duties include more formal and systematic instructions, which we endeavor to give according to our ability. While we have no text-book of morals in *scientific form*, we have a book of practical morality, which contains all the principles of the science, and many of its sublime precepts; a book to whose authority all writers on morals appeal, and from whose pages they largely draw. This book

was introduced as a text book by the Board of Directors, at the opening of the college, and it has been read *by* the pupils and *to* them every day from that time to the present, and expounded twice every Sunday, in a series of moral lectures, which have been delivered by the president and other laymen approved by the Board, or members thereof. It is read daily, and portions of it committed to memory by the pupils in the schools; and on every Sunday, in the section rooms, or in classes, or in both, it is made the subject of careful study and explanation. This book is the Bible, and I am of opinion that the older pupils of the College are better acquainted with it than most children of equal age who are brought up in religious families.

During the eleven years which have elapsed since the opening of the College, we have also used three different hymn books of the American Sunday School Union, a copy of which has been placed in the hands of every pupil, and daily read; while large numbers of reading books, selected from the publications of the same institution, are in all the section room libraries, for the Sunday reading of the pupils.

I am not prepared to recommend a change of method in the moral instruction of the orphans, but I believe that there is room for improvement in carrying out the method. I recommend:

1. The adoption of a text-book of moral science, in analytic form, for the use of the advanced classes of the Principal Department.
2. The commissioning of an additional number of laymen to give instruction to the pupils on Sunday.
3. The selection, in all appointments of officers, of those who will "take pains to instill into the minds of the scholars the purest principles of morality," and to illustrate those principles in their daily life, by examples of kindness, courtesy, forbearance and self-restraint.

INTELLECTUAL INSTRUCTION.

This branch of instruction is confided chiefly to the Principal Teachers and their Assistants. The pupils are divided into four schools, known as the Principal Department, containing six classes taught by five teachers; the First Primary School, six classes and three teachers; the Second Primary, eight classes and four teachers, and the Third Primary, two classes and one teacher. When new pupils are admitted to the college, they are examined and assigned to such classes as they

are found qualified to enter. In the primary schools every teacher gives instruction to two classes in all their studies; but in the principal department each teacher gives instruction in particular branches to all the classes.

In all the schools a record of every recitation is kept, and the averages are computed monthly.

There are two examinations each year, which are conducted in the following manner. Ten questions in every branch of study are written out by the teacher and submitted to the president. When a class is called for examination, all books, notes and manuscripts, are taken from the boys, and no communication with each other is permitted. The questions in a single branch of study are written on a blackboard and copied by the class. The answers are written first upon slates, without any assistance from books or teacher, then copied on paper, and submitted for inspection. The teacher notes the correct answers, and gives for each a credit of one. If any boy is found to have answered all the questions his mark will be ten; if none, zero. The same course is pursued in other branches, and the average of a boy's marks for all the branches will be his "*examination average*." What is called his "*term average*" is found by combining the examination average with five monthly averages; and the two term averages added together and divided by two give the "*yearly average*," on the basis of which the distribution of premiums for scholarship is made. It is also the yearly average which is printed under the head of "*scholarship*" opposite to the name of each boy on the catalogue.

The mode of classification, examination and marking, is such as the experience of educators approves, and in its general features it resembles that which prevails in other like institutions. It is to be observed, however, that the scholarship marks are not measures of the pupils' attainments in knowledge, for the marks of the first class of Primary No. 1, may be as high as those of the first class of the Principal Department, and yet the last named class is three years in advance of the former. They show nothing more than the relative standing of the pupils compared with others in the same school, and are measures of their knowledge of the subjects on which the examination was made. They cannot be made a basis of comparison between the proficiency of different schools, because they will be high or low as the questions are easy or difficult, and the

standard adopted by one teacher will be different from that adopted by another.

When we compare the results of the instruction given in Girard College with that given in other schools, the fact should not be lost sight of that there is great disparity in the natural aptitude of children to acquire knowledge, and that while the pupils of other schools, above the lowest grade, are promoted from the schools below them on account of their capacity, no such choice is made among the applicants for admission to Girard College. The boys of the public grammar schools are *selected boys*, and before they can enter the High School they have to pass the ordeal of a still more severe sifting and winnowing; but the teachers in Girard College have to make the most they can of the material that is placed in their hands, and no change of system, method, or agencies will ever legislate brains into heads to which nature has denied them.

Neither is it possible to arrive at any correct conclusions from a comparison of the performances of a select few in other schools, with the promiscuous many in this college. In the trial of spelling which was proposed by the late Chairman of the Committee on Instruction, fifty copies of the President's Message were distributed to four classes, A, B, C and D, of the principal department. These classes, and no others, had an opportunity to study it. Classes A and B of the first primary school read it once through. Classes C and D heard it read; but classes E and F of the principal department, and E and F of primary No. 1 neither read nor heard it. With the exception of classes A and B of the principal department, the language of the message was above their sphere of thought and beyond the usual range of the pupils' reading; and many of the words which were selected for spelling, were such as they had rarely if ever seen.

A comparison was made between this trial, and a trial in the Boston schools, in which the two best spellers in two of the best schools were selected, and twenty-four words were given them to spell. The four girls were under nine years of age, and had been four years under instruction.

Now, I submit that in the two trials the only possible conditions of a fair comparison were wanting. The words assigned to our boys were different and much less familiar, as the following lists will show.

Girard College.

Adjournment
 Recurrence
 Emitting
 Channels
 Sovereign
 Efficient
 Convertibility
 Aggregate
 Financial
 Competing
 Buoyancy
 Equilibrium
 Curtailment
 Liquidation
 Irreversible
 Intimate
 Ratification
 Recognize
 Identical
 Adjustment
 Reciprocate
 Preparatory
 Guaranty
 Concesssion
 Temporary
 Draught
 Auxiliary
 Allegiance
 Pre-emption
 Receive

Boston Schools.

Farmer
 Molasses
 Grasshopper
 Charcoal
 Afternoon
 Quarter
 Half
 Whole
 Unbolted
 Jasket
 Sugar
 Breakfast
 Boiling
 Disappear
 Brilliant
 Teach
 Twenty
 Duty
 Shoulder
 Enough
 Reproach
 Examiner
 Attainment
 Anxious

But the most important point of difference is, that in the Boston Schools the best two were selected from each, while in our schools all were taken, amounting to nearly two hundred. Not only were fifty times as many subjected to trial with more difficult and unfamiliar words, but a greater number of words were assigned. Nothing is plainer than that every additional word, and every additional pupil increases the chances of mistake. The four Boston girls mis-spelled

two; in the same ratio our two hundred boys should have mis-spelled one hundred in a trial with twenty-four words, and a hundred and twenty-five in a trial with thirty words.

Now suppose that instead of the seventy-six boys of the principal department, the best five spellers had been selected. They would have spelled all the thirty words correctly. They actually did this. And suppose the best speller had been selected from the one hundred and twenty boys of Primary No. 1. He would have spelled all the words correctly. He actually did this.

On the seventeenth of April, in Mary H. Turner's school (Primary No. 1,) and in her presence, fifteen boys were selected from the six classes, the words given to the Boston girls were pronounced in their hearing, and they wrote them immediately on slates. The slates were examined by Miss Turner and myself, and it was found that eleven of the boys had spelled all the words correctly; one had mis-spelled "*disappear*;" two, "*brilliant*;" and three, "*grasshopper*." The average age of these boys was eleven years and one month, and the average time they had been under instruction was three years and one month.

Four boys were selected from the fourth class of Primary No. 1, which is referred to in the printed report on page thirty, as having spelled more incorrectly than children from three to five years of age in Boston. The average age of these boys was nine years and eleven months, and they had been under instruction three years and two months. One of them did not know the alphabet when he entered the College, another could not read at all, and the remaining two could read words of one syllable. Three of them spelled all the words correctly, and one mis spelled grasshopper and brilliant. Their performance was equal to that of the best spellers in the two best schools in Boston.

I am aware that experiments of this kind, to be satisfactory, must be conducted in the presence of both parties, and I now earnestly request the Committee to make a thorough examination of the subject with selected spellers, or with entire classes, as they may prefer, and taking any list of common words which they may choose to assign. I am certain that mistakes will be made, for if the boys were above the chance of error, there would be no occasion for them to be learners; but I am equally certain that the result will remove the impressions which have been resting on the minds of the Committee for a year past. I shall also submit to their inspection let-

ters which I have from time to time received from former pupils of the college, who are now indentured, and which are as creditable, both as to orthography and grammar, as any letters which I have ever received from young men of equal age and opportunity. I also wish the Committee to inspect the examination papers.

I believe that the following changes would add to the efficiency of the schools:

1. That Primary No. 2 be reduced to six classes, in order that the Principal and her first and second assistants may each have a separate school room for the instruction of their classes.

2. That so many of the pupils of the fourth division of Primary No. 2 as cannot be promoted to the classes above them, be added to the third primary school, to form a new division.

3. That the room now occupied by the third division, that is, classes G and H of Primary No. 2, be supplied with desks and chairs like the other school rooms on the same floor, and that the old furniture be removed to the vacant room in the second story of No. 5, for the use of the third primary school.

4. That such changes be made in the course of study of the Principal Department, as shall enable the teachers to give thorough instruction in the common branches, such as Reading, Spelling, Geography, Arithmetic, English Grammar and Composition.

PHYSICAL EDUCATION.

Physical education includes diet, clothing, ablution, exercise and sleep. The food of the pupils is "plain but wholesome," sufficient in quantity, and usually well prepared. With somewhat more variety, and a more careful supervision of the manner of taking it, the fare would be entirely satisfactory. The clothing is "plain but decent," and is varied to conform to the seasons; though often soiled by the practice of playing in the dirt, so common among boys, it is on the whole both comely and comfortable. After dressing in the morning the pupils proceed by sections to the lavatories to wash before breakfast, and they are required to repeat the ablution before every meal. Once a week in cold weather, and two or three times a week in hot weather, a bath is taken. From eight to nine and a half P. M., according to age, they retire to their dormitories, and rise at six A. M.

An officer occupies a chamber contiguous to every dormitory, to prevent disorders, and to attend to any who may become ill during the night.

Three hours and a half each day from October to April, and four hours and a half from April to October, are devoted to exercise and recreation. When the weather will permit, the pupils take exercise on the play-grounds, or on the western part of the premises, where there are trees for shade, and a pond for swimming in summer and skating in winter. In inclement weather, the time of recreation is passed in the section rooms.

Pupils in ill health are transferred to the infirmary, and placed under the care of the nurses and physicians until they are cured and discharged. The care of the teeth of the orphans is confided to a dentist, and their hair is cut once in two months by a barber. The undersigned is of opinion that the time devoted to the orphans by the dentist is insufficient for the operations which their teeth require; and that the barber is not sufficiently careful in his work.

I recommend the following improvements in the facilities of the institution for physical training.

1. An additional play-ground.
2. Such changes in the surface of the play-grounds as will render them dry and comfortable.
3. The erection of gymnastic apparatus, and other fixtures, for exercise and amusement.
4. The appointment of at least one prefect, who shall be competent to instruct the pupils in gymnastic and athletic exercises.
5. Paving with brick, or covering with gravel, sand or plank, the ground north of the college, where the boys play during recess from school.
6. Cleansing the bottom of the pond, and covering it with sand, gravel or pebbles.
7. The erection and furnishing of a workshop, in which the older boys may employ a part of their time of recreation in learning the use of tools, and the capabilities of their own limbs and muscles.

4. DEPARTMENT OF DISCIPLINE.

This department underlies all the others, and every officer has duties connected with it. Its wise, firm and uniform administration is essential to success in the instruction of every school and class, and to the order of every room in the household. Without this a residence in the college would be equally intolerable to the pupils and their officers. The responsibility of the discipline of the institution rests mainly with the president, supported as he has always been by the Board of Directors, to whom he is accountable. While judicious teachers and caretakers relieve him of the burden of many details, his daily supervision is necessary to sustain the authority of the officers and to maintain good order.

The character of the government of an institution like Girard College, no less than the government of a City or State, will not depend so much on its power to punish offenders as on its ability to prevent offences. To restrain the disorderly and reform the vicious by affectionate counsel and admonition is more effectual than the infliction of penalties; and the personal influence of an officer who has sympathy with the boys he governs, and who has won their respect and confidence, is worth more than a hundred delinquent rooms, demerit rolls and rattans. Still, there are dispositions so perverse and refractory that mild means will not subdue them, and boys who are so unfortunate as to possess these must be coerced or removed from the College.

Our system requires the officers to use their influence to prevent disorders, and to avoid, so far as possible, the necessity of punishment. But as all are not equally successful in this, and as all boys are not equally susceptible of moral emotions, a code of pains and penalties must be enforced. Demerit marks are given for repeated disorders and delinquencies, after admonition, and every demerit mark, whether given in the schools or household, subjects the offender to fifteen minutes detention from play. Offences against good morals, such as falsehood, profanity and theft, are reported at once to the president, who admonishes, secludes, or otherwise punishes the offender, according to his age, disposition, and the gravity of his misdemeanor. To prevent injustice and oppression, the orphans have the right of appeal from the

sentence of any officer to the president, who decides the question after hearing both parties.

Orphans who are incorrigibly vicious, or who repeatedly abscond, are reported to the Committee on Discipline for examination, and on their recommendation the offenders may be dismissed from the College. During the last few years cases of this kind have been quite rare.

All demerit marks are reported monthly to the president, who keeps a record of them, and divides all the pupils into five grades, according to their conduct. The names of the boys in each grade are read in the chapel at the beginning of every month, and those who stand in the first grade are rewarded with some extra privilege or indulgence. At the end of each year the sum of every pupil's marks is subtracted from a thousand, and the remainder divided by a hundred, to obtain his relative *conduct mark*, which is printed in the annual catalogue opposite to his name: for example, if a boy has received a hundred and fifteen demerit marks, $1000 - 115 \div 100 = 8.85$, will show his standing.

These marks are the basis on which the yearly distribution of premiums for good conduct is made. They are not measures of the actual disposition and character of the orphans, but records of their *deportment*, so far as this has come under the observation of the officers.

I am of opinion that whatever defects may exist in the discipline of the institution, they are not attributable to its system, which has been elaborated with great care, and is strictly adhered to, but to those imperfections of governing power, errors of judgment, and infirmities of temper, which must be expected to exist, in a greater or less degree, among so large a number of agents as are required to execute it, and which are the cause of the greater part of the little annoyances and vexations that try the patience of officers and pupils alike.

5. DEPARTMENT OF APPRENTICESHIP.

The will of Mr. Girard requires that the orphans shall not only receive an education in the College, but that they shall learn an occupation under its auspices. Between the age of fourteen and eighteen they are to be indentured for the purpose of acquiring a knowledge of such trades or occupations as are supposed to suit their capacity and inclination. The administration of this important department has

been committed by the Board to a Superintendent of Binding-out, and my agency is limited to giving such information and advice to that officer as my knowledge of the aptitudes of the orphans may enable me to impart. I therefore deem it irrelevant to enter upon any further exposition under this head, or to suggest changes in a system in whose success I cannot but feel a deep interest, but for whose management I am not responsible.

Respectfully submitted,

WM. H. ALLEN.

REPORT.

GIRARD COLLEGE, *March 9, 1859.*

SAMUEL H. PERKINS, ESQ.,

President of the Board of Directors,

SIR:—A Resolution of the Board of Directors was adopted at its last stated meeting, "directing the President of the College to furnish to the Board the names of all the Professors, Teachers and others employed, as well in the Institution as in all the other Departments of the College establishment, their compensation respectively, and also the duties performed by each; and also whether there be any others than the orphans admitted receiving instruction in the College."

In reply to this resolution I have the honor to report the following list of names, salaries and duties.

William H. Allen, President. Salary \$3,000.

His duties are executive and supervisory. He is the medium of official communication between the Board of Directors and the subordinate officers of the College. He receives daily, weekly, and monthly reports from the officers of all departments of the schools and household; and reports monthly, or more frequently when required, to the Board and its Committees. He is responsible for the discipline and moral instruction of the orphans; for the execution of the rules and regulations of the College, and the orders and resolutions of the Board; and for the proper supervision and administration, under the direction of the Board, of all the internal affairs of the College, except the disbursement of money and the binding of apprentices.

Henry W. Arey. Salary \$1,500.

The duties of this officer are threefold: 1st, as *Secretary* of the Board of Directors; 2d, as *Superintendent* of Binding-out Orphans; 3d, as *Librarian*. It is only in his capacity as Librarian that he is under the supervision or direction of the President of the College.

Lemuel Stephens. Salary \$1,800. Principal of the Principal Department, and Instructor in English Studies.

His duties as Principal are to prepare the programme of daily exercises, and the order of examinations; to attend to the rolls of the school, prepare the averages of the scholars, give special orders, communicate the general orders of the President, and report to the President monthly, or more frequently if required, the condition and wants of the school.

As Instructor, he delivers six lectures each week on Chemistry, Natural Philosophy and Natural History, and gives instruction in the form of recitations four hours a day, on the various branches of Natural Science, including Physiology, Physical Geography and Astronomy.

In case of the illness or absence of the President, he officiates as President pro tempore.

George J. Becker. Salary \$1,700.

Mr. Becker gives instruction to all the classes of the Principal Department in plain and ornamental penmanship, mechanical, architectural and landscape drawing, and in book-keeping. He is employed with his classes six hours a day, except Saturday, and devotes much of his time out of school to preparation for the duties of his office.

Francis A. Brègy. Salary \$1,200.

This officer is employed six hours a day, except Saturday, and two hours on Saturday, in giving instruction to the classes of the Principal Department in French, and to classes A and B, of the same school, in Spanish.

Warren Holden. Salary \$1,400.

As one of the Assistant Teachers in the Principal Department, Mr. Holden has charge of the classes of that school in Arithmetic, Algebra,

Geometry, Plane and Spherical Trigonometry, Surveying and Navigation. He also teaches the use of mathematical instruments in plotting and protracting, and the use of the Surveyor's chain, compass and theodolite, in practical field work.

Joseph C. Turner. Salary \$1,000.

As an Assistant Teacher in the English branches of study, Mr. Turner gives instruction in Reading, Spelling, Composition, Grammar, History, and the Constitutions of Pennsylvania and the United States. He has the oversight of all the classes of the Principal Department, while they are engaged in the preparation of lessons in school hours.

All the instructors of the Principal Department take turns on Saturday in taking charge of such pupils as may be detained from play for offences committed in the school during the week. They also go out with the pupils, occasionally, to visit exhibitions, public institutions, and manufacturing establishments.

OFFICERS OF PRIMARY SCHOOLS.

Mary A. Lynch. Salary \$550. Principal of Primary School No. 1, and

Jane Overn. Salary \$550. Principal of Primary School No. 2.

As Principals of schools these officers have immediate charge of the discipline of their respective schools. They arrange the studies of all their classes, prepare the questions for examination, conduct the examinations, keep a record of the daily conduct and recitations of every pupil, make up the monthly averages, read the examination papers and note all errors therein, report daily to the President such occurrences in the schools as require his notice or interposition, report weekly to the condition and wants of the schools, report monthly in writing for the information of the Board, and make out the yearly standing of the pupils as to scholarship.

As Teachers, they give instruction to classes A and B, of their respective schools, in Reading, Spelling, Writing, Geography, English Grammar, Etymology, Defining and History, until their pupils are prepared for admission to the Principal Department. They are employed, on an average, in the work of their schools, eight hours a day.

Angeline C. Turner. Salary \$400. First Assistant in Primary No. 1, and
Susan M. Statzell. Salary \$400. First Assistant in Primary No. 2.

Their duties are to give instruction to classes C and D, of their respective schools, in such studies as they are pursuing, including Reading, Spelling, Writing, Geography, English Grammar and Arithmetic. They have charge of the order of their classes, take directions from their Principal, and report to her.

Annie L. Scott. Salary \$300. Second Assistant in Primary No. 1, and
Keturah Cole. Salary \$300. Second Assistant in Primary No. 2,

Have charge of the instruction of classes E and F of their respective schools. Their duties are the same as those of the First Assistants, except that the instruction which they give is more elementary, inasmuch as their classes are not so far advanced.

Emily Brown. Salary \$250. Third Assistant in Primary No. 1, and
Rose Reilly. Salary \$250. Third Assistant in Primary No. 2.

Miss Brown is at present the teacher of the boys who have been recently organized into a Third Primary School, though she still takes orders from the Principal of Primary No. 1, who retains the general supervision of this infant department.

Miss Reilly gives instruction to classes G and H of Primary No. 2, and her duties are similar to those of the first and second assistants.

All the teachers are employed in school, in the active instruction of their classes, six hours a day, except Saturday, and two hours on Saturday. But the preparation of exercises and examples, the second hearing of defective lessons, and the detention of delinquents, occupy them daily one or two additional hours.

It is their duty to be present at morning and evening worship, to assist in preserving order in the chapel; also, once in four weeks to attend the religious services on Sunday, and to be present at all funerals, anniversaries, and other public assemblages in the chapel.

OFFICERS OF THE HOUSEHOLD.

Jane Mitchell. Salary \$700. Matron.

The Matron has the general oversight and direction of the house-keeping, including the infirmary, the laundry, the kitchens and dining rooms, the dormitories and lavatories. In particular she receives and distributes the clothing, bedding and furniture, provides the outfits for apprentices, divides the work among the seamstresses and servants, and has special charge of the housekeeping at the dwelling known as No. 2.

Frances Biddle. Salary \$500. Assistant Matron.

The specific duties of the Assistant Matron are first and chiefly to keep house at the building known as No. 3, to receive and distribute the milk, butter, meat and vegetables, superintend the culinary department and the dining rooms, to supervise the order and cleansing of the section rooms, basements, lavatories, steps, pavements, yards and out-buildings; also the cleaning of the entry, stairways, and school rooms in No. 5.

In the absence of the Matron, the Assistant Matron discharges her duties.

William Fidd. Salary \$1,000. Steward.

The Steward purchases subsistence, receives and takes care of groceries and shoes, and makes daily distribution of supplies. He takes care of the buildings, grounds and fences, has the oversight of all repairs, keeps in order the hydrants, pumps, gas fixtures and furnaces, and has the custody and management of the horses, carriages and cows. He pays the wages of the mechanics, laborers and servants, and under the direction of the Board and its Committees, is the disbursing officer of the Institution.

The Matron and Steward report to the President every week *orally*, and every month *in writing*.

Thomas C. Bailey. Salary \$700. Head Prefect.

The Head Prefect, under the direction of the President, distributes the work of the other Prefects, and supervises their execution of it.

He has the custody and distribution of the shoes of two hundred and forty of the pupils. He superintends the cleaning of the shoes of the small boys, settles the disputes and hears the complaints of the pupils with and against each other, has the general supervision of order in the play-grounds, dining rooms and about the buildings, and reports to the President all neglects of duty or breaches of rule which occur among the pupils out of school, or among the officers under his orders. He also takes charge of a section of sixty boys four days in every week, and supplies the place of any prefect who may be absent or ill.

Thomas Perrins. Salary \$550. Second Prefect.

This officer has especial charge of the order and discipline of section A, of sixty boys, superintends their dressing, washing, bathing, meals, recreations, and their section room studies and reading. He is responsible for the order of the dormitories of his section at night, and assists in the care of the play-grounds and dining rooms. He attends to the cleaning and blacking of the shoes of his section, and the inspection of their clothing.

Henry B. Riehle. Salary \$700. Teacher of Singing, and Prefect.

As teacher of vocal music, this officer gives instruction to the classes of the Primary Schools four hours a week, and to the Principal Department on Saturday morning. He plays on the Harmonium, and leads the singing in the chapel on Sundays, and at evening worship on other days.

As Prefect he has charge of section B, of sixty pupils, and his duties are like those of the Prefect of section A.

George Maguire. Salary \$500. Third Prefect.

Has charge of section C, of sixty pupils. His duties are similar to those of the second Prefect, but the boys under his care are younger.

John Pettingill. Salary \$450. On trial as fourth Prefect.

Has charge of section D, of sixty pupils when full, but now having a large number of vacancies. His duties are the same as those of the second and third Prefects.

<i>Susan Wrigley,</i> <i>Eliza Linn,</i> <i>Mary A. Bateman,</i> <i>Isabella Mitchell,</i>	}	Governesses. Salaries \$250 each.
---	---	--------------------------------------

The Governesses have charge of the discipline of sections of thirty pupils each, when out of school and in or about the dwellings. They superintend these while dressing, washing, bathing, in the dining-room, section rooms and dormitories. They conduct their sections to chapel in the morning, and receive them from the teachers in chapel at evening worship.

The Matrons, Prefects and Governesses assist in keeping order at evening worship in chapel, and once in four weeks at the religious services on Sundays, and at all anniversaries and other public occasions. They are also on duty during visiting days, and other holidays, and every alternate Sunday.

The Prefects assist the teachers in conducting boys to public exhibitions, institutions, &c., and on excursions during the summer vacation.

They are required to report to the President *monthly*, in writing; *weekly*, at the meetings of the household officers; and *daily*, when cases of discipline occur, or any thing which is to become a matter of record, or which requires the intervention of the President.

<i>Samuel L. Hollingsworth,</i> <i>John B. Biddle.</i>	}	Salaries \$500 each.
---	---	----------------------

These are the Physicians of the College. One of them visits the institution daily, and more frequently if requested, to prescribe to such pupils, officers and servants as may require medical treatment.

Joseph E. Parker. Salary \$300. Dentist.

The Dentist attends at the college on Friday afternoon, to examine the teeth of the pupils, and to perform such operations as in his judgment are required. Pupils are occasionally sent to his office in the city at his request, or when cases occur which ought not to be postponed until his regular time of visitation.

PERSONS EMPLOYED ON MONTHLY WAGES.

John Kirkpatrick, Carpenter, \$45.

Repairs all wood work, sets glass, puts on locks and latches, makes cases, closets, and all other work which is authorized by the Committee on Household.

George Smith, Engineer, \$37 50.

Has charge of the steam engine, boilers, heating and steam apparatus at No. 5, and fills the water tanks for the supply of the institution. In case of emergency he repairs pipes, stop-cocks, and other metal work.

James Jones, Gardener, \$37 50.

Has the charge of the grounds, borders, garden, green house, hot beds, trees, shrubs, vines, &c.

George McIntyre, Watchman, \$30.

Lights the out-door gas burners in the evening and extinguishes them in the morning; rings the bell at 10 P. M. and at 6 A. M., and has charge of the buildings and the grounds between those hours.

Thomas H. Pitt, Gatekeeper, \$25.

Admits visitors to persons within the walls, and visitors to the college who bring tickets from Directors, opens and shuts the gate, and conducts company through the college at 10, 11, 12, 2, 3, 4 and 5 o'clock. He is on duty from 6 A. M. to 10 P. M., and has the assistance of his wife, who boards in the college.

David McCully, Baker, \$25.

His duty is to bake and deliver daily all the bread which is used in the institution.

John Bagley, Coachman, \$18.

Takes care of the horses and carriages, drives the carriage for Committees, for the female teachers Saturday P. M., and for the matrons

and governesses on Sunday. He also does the plowing, harrowing and carting, and such other work as the Steward may require of him.

Thomas Doherty, Jr., Fireman, \$18.

Puts in the coal, keeps up the fires in the college building and in dwellings Nos. 2, 3 and 4; also in the new infirmary; removes the ashes, and in summer assists the gardener.

George Gilmore, Dairyman, \$18.

Feeds, tends and milks the cows (twelve in number), delivers the milk, cuts the wood, and assists in hauling ice, ashes, &c., and does whatever the Steward may require of him.

Thomas Doherty, Sr., Laborer, \$16.

Patrick Burk, Laborer \$14.

The duty of these men is to work in the garden and on the grounds, under the direction of the gardener.

PERSONS EMPLOYED ON WEEKLY WAGES.

Elizabeth Lewis, } Nurses. \$4 each.
Elizabeth Dodge, }

Take charge of the infirmary, keep order there, take care of the sick and convalescent pupils, prepare and administer their food and medicines, and repair the linen used in the Infirmary. Each nurse is on duty twelve hours a day—one from midnight to noon, the other from noon to midnight.

*Margaret W. Riley, }
Sarah Maslin, }
Jane Hamilton, } Seamstresses. \$2 50 each.
Sarah Forsythe, }
Mary A. Harper, }
Mary Harper, }
Mary White, }
Mary Bradin, }*

Each of the first named six seamstresses keeps in order and repairs the clothing of sixty pupils. The seventh repairs such cast off cloth-

ing of the older boys as can be made useful to the younger the next season. The eighth operates on the sewing machine, and conducts visitors through the dwellings. All the seamstresses assist in distributing the food at the dinner tables of the pupils. They have leave of absence every other Sunday.

<i>Mary Gault,</i>	}	Washerwomen. \$2 each, except the first, who has \$2 50.
<i>Ann Bradley,</i>		
<i>Mary Kelly,</i>		
<i>Jane Gormley,</i>		
<i>Catherine McGinnis,</i>		
<i>Jane Hagerty,</i>		
<i>Mary Mealy,</i>		
<i>Nancy Gallagher,</i>		

They wash and iron for the pupils, seamstresses and other work people, and for the officers who board at the matron's table.

<i>Eliza Fullerton, Head Cook,</i>	-	-	-	-	\$2 50
<i>Nancy Fullerton, Cook,</i>	-	-	-	-	1 75
<i>Kate Michael,</i>	-	-	-	-	1 75
<i>Catherine McCarren,</i>	-	-	-	-	1 50
<i>Catherine Johnson,</i>	-	-	-	-	1 50
<i>Bridget Galagher,</i>	-	-	-	-	1 50
<i>Elizabeth McCreedy,</i>	-	-	-	-	1 50

Five of these are employed at No. 3, where they cook for two hundred and forty pupils, and for all the servants, laborers, mechanics, seamstresses; and for all the officers, who, having no families, are boarded by the college. The others cook at dwelling No. 2 for one hundred and twenty orphans.

<i>Mary Monteith,</i>	}	Chambermaids. \$1 50 each.
<i>Ann Kalooney,</i>		
<i>Jane McCauley,</i>		
<i>Mary Montague,</i>		
<i>Mary Hason,</i>		
<i>Bridget Connell,</i>		
<i>Ann Mulholland,</i>		

Each of the first six of these has charge of the dormitories and beds of sixty boys, scrubs, sweeps and dusts a section room, keeps in order a prefect's room, or the room of some other officer, and assists in iron-

ing. The seventh takes charge of the parlors and the chambers of the matron and teachers.

<i>Rebecca Brennan,</i> <i>Ellen Young,</i> <i>Annie Cosgrove,</i> <i>Catherine Mackey,</i> <i>Margery Hassen,</i>	}	Waiters. \$1 50.
--	---	------------------

Two of these have charge of the dining room of the pupils in dwelling No. 3, and one in dwelling No. 2. One has charge of the table and dining room of the seamstresses and mechanics, and assists in serving at the tables of the pupils, and in scrubbing the stairways and passages. The remaining waiter has the care of the dining room and table of the officers, and the entry adjoining. Her other duties are similar to those of a waiter in a large family or boarding house.

<i>Ellen Graham,</i> <i>Catherine Friel,</i> <i>Margaret McIlhose,</i>	}	Scrubbing Girls. \$1 50.
--	---	--------------------------

They clean the lavatories and bath rooms, steps, yards, privies and pavements; also three school rooms in No. 5, and assist in the dining rooms.

Isabella Peoples. Nursery Maid. \$1 50.

Cleans the infirmary rooms, and cooks for convalescent pupils who take their meals in the infirmary.

All the above named women take orders from the matrons, and are on duty every other Sunday.

<i>Margaret Murphy,</i>	-	-	-	-	-	-	\$2 00
<i>Margaret McCully,</i>	-	-	-	-	-	-	1 50
<i>Alice Megoneyal,</i>	-	-	-	-	-	-	1 50

These women sweep, dust and scrub the school rooms, Directors' room, lecture rooms, chapel, stairways, vestibules, portico, and steps of the college edifice; also the pavements around the same, and the out-building between the college and the north gate. They also clean and sweep one of the school rooms in No. 5. One of them is on duty every Sunday to attend to the chapel.

They are under the immediate orders of the principal teachers.

SUMMARY.

Number of persons on annual salaries,	30
“ “ “ on monthly wages,	11
“ “ “ on weekly wages,	44
	—
Total,	85
	==

The Heads of Departments in the College are :

1. The Principal of the Principal Department.
2. The Principal of the First Primary School.
3. The Principal of the Second Primary School.
4. The Matron.
5. The Head Prefect.
6. The Steward.

These report to the President and receive orders from him directly, or from the Board and its Committees through him.

The subordinate teachers report to their principals, and receive orders from them, or from the president through them.

The governesses, and all the women employed on weekly wages, report to the matron or her assistant, and receive orders from her.

The men employed on monthly wages report to the steward, and receive orders from him.

The subordinate prefects report to the head prefect, and receive orders from him.

Special orders from the president are communicated through the heads of departments.

The general orders of the day are announced to the assembled officers and pupils in the chapel, after morning worship.

The heads of departments are responsible to the president for neglect of duty, violations of rule, and disobedience of orders in their respective departments.

Every subordinate officer, servant and pupil, has the right to appeal from the order or decision of a head of department to the president.

The president is responsible to the Board of Directors for the good order and judicious administration of all the internal affairs of the college.

In reply to the inquiry contained in the last clause of the resolution, to wit: "Whether there be any others than the orphans admitted, receiving instruction in the college," I have to say that no one is receiving instruction in the college except a son of Professor Becker, who recites in one of the classes of Primary No 1, by virtue of a permission which I believe was granted some years since by the Committee on Instruction, and that no one is receiving maintenance in the college except a son of the new nurse, Mrs. Dodge, to whom notice has been given that he cannot be retained here unless she obtain the consent of the Directors.

Respectfully submitted.

WM. H. ALLEN,
President.

REPORT, &c.

At the stated meeting of the Board, January 13, 1858, reference was made to the case of orphans remaining in the College after their course of study was completed, or returning to the College after they are indentured. After some discussion, it was moved to refer the subject to the Committee of Discipline and Discharge. An amendment was proposed and adopted, referring it to a select Committee, consisting of Messrs. Packard, Duane, Gilpin, Watson and Fox.

The Committee met at Mr. Packard's office February 4th, and after full conference, it was resolved, that as the subjects committed to the Special Committee are so intimately connected with the department of instruction, and as several suggestions of change in that department by the President are under the consideration of the Committee on Instruction, the Board be requested to constitute this Committee and the Committee on Instruction a joint committee to report on the whole subject.

This request was complied with at the meeting of the Board held February 10th; and on Friday, February 12th, the Joint Committee met at Mr. Packard's office—Mr. Gilpin was appointed Chairman. The draft of a report was submitted and discussed, and ordered to be printed for the use of the members. The Joint Committee met at the call of the Chairman on February 23d, at Mr. Packard's office. The draft of report submitted at the previous meeting was discussed, amended and adopted, and is now, by order of the Committee, submitted to the Board.

No orphan can be received into the GIRARD COLLEGE until all the rights of natural guardians over him are relinquished, and no interference with him by kindred or friends, for any cause, can be thereafter allowed.

The child becomes, *ipso facto*, a ward of the Mayor, Aldermen, and Citizens of Philadelphia, for the purpose of receiving a maintenance and education in the college. That is to be his *home*, his *school*, his *church*; and (if he dies,) there is to be his *grave*.

The period of his college residence cannot be less than four years, (unless the boon is forfeited by misconduct,) nor can it be more than twelve, without an honest effort to bind him out. What disposition would be made of an orphan who might remain in the college till he is eighteen years of age, and yet be, for any cause, unfitted for indentures, is a point which there has been no occasion to determine.

It is obvious that great inequalities will prevail in every accession to our family. In age, they have a range of four years; and the youngest of the new-comers, at six, may be able to read, while the eldest, at ten, may not know his letters. The former is very likely to be farther advanced at ten than the latter will be at fourteen. It is our duty to administer the system so that (if, in any wise, possible), the orphan who has the least time to stay shall enjoy such advantages as shall compensate for the neglect (not his own,) to secure an earlier admission.

To this end it may be needful to increase the corps of instructors, to subdivide classes, and to give the various departments facilities for adapting the teaching to these subdivisions, so that the exigencies of each individual case may be duly regarded. If this is true of the department of *letters*, it is still more obviously true of the department of *morals*, inasmuch as the proper inculcation of "the purest principles of morality," seems to have been quite as prominent an object of the Founder's con-

cern as the advancement of his beneficiaries in useful knowledge—but especially as moral idiosyncracies in children require a much more discriminating treatment than is needful for mere intellectual culture. The physical and domestic training of the pupils, also, constitutes a distinct subject of our care, and deserves a not less specific and systematic process of education than the intellectual and moral. Indeed, they are so intimately and inseparably connected, that it is difficult to conceive on what principle their disjunction, as exhibited in our present arrangements, can be justified or even explained.

We have then before us, say, three hundred and fifty boys, who stand to the Mayor, Aldermen, and Citizens of Philadelphia, (whose agents we are,) in the relation of children to a father. This is their *home*, and here should be concentrated whatever agencies a judicious and affectionate father, having comprehensive views of education and ample means to carry them out, would be likely to employ to ensure to his boys the best possible preparation for an active, useful, honorable life.

There are advantages in the domestic associations of a family which cannot be secured here. The pleasant interchange of smiles and salutations which takes place in a well-ordered family at rising and going to bed, opportunities of social intercourse afforded in casual moments of leisure and at the three daily meals, the restraining and softening influences of an affectionate mother and loving sisters, are so many aids to the harmonious development of character which can be but imperfectly employed in such an institution as ours. It is to be borne in mind, however, that comparatively few of our inmates sacrifice anything on this score by coming under our care, so that whatever they find here, resembling, in

any degree, the amenities of a pleasant Christian home, is to many, if not most of them, clear gain.

To supply the absence of such domestic appliances is among our primary duties. Many a boy, brought to the College from the lowest depths of poverty, to whom a clean skin, a decent suit of clothes, and a comfortable bed have been hitherto unknown luxuries, would, on the very first day, use his little legs to run from all the attractions with which we can surround him, to the dark, cold, comfortless apartment which he calls his home. To wean him thence and transfer all these mysterious and sacred associations, not only to our marble buildings, our spacious school-rooms, our well-furnished tables, quiet dormitories and free play-grounds, but to those living beings who are thenceforth to be to him in the place of father and mother, brothers and sisters—so that, together, his dwelling-place and his care-takers shall make to him a true and happy home, is no easy task.

It is at this opening of the orphan's life with us, that the most important advantages are gained or lost. He comes to us, oftentimes, with very vicious habits. His poverty and orphanage—not his intellect, his tractability, nor his promise of making a bright scholar—constitute his claim to a share of the bounty. It is not with us, as with some European institutions that make the *moral character and habits* of the candidate a subject of preliminary inquiry. He may be grossly addicted to falsehood, dishonesty, disobedience, fretfulness, perverseness and violence of temper, but he is nevertheless admitted; and no one who has attempted the task needs to be told that to correct such habits and establish those of integrity, gentleness and submission is much more difficult than the highest achievements of a teacher in the departments of science

and philosophy. We maintain, therefore, that at the outset of a pupil's career in our College, he should be met by persons of "tried skill" in the department of *moral training*. This stage in the course of his instruction should be intrusted to those only who have wisdom to discriminate, judgment to direct, love to prompt, and principle to control. No official title is lofty enough to express the dignity and importance of their position. If their duty is successfully discharged, the form and complexion they give to the character of the pupils, while in their hands, will be far more conspicuous and note-worthy when they go out from us into the busy world, than their highest attainments in art and science.

It is far from us, however, to regard this process of moral training as distinct from intellectual culture. It is the seemingly casual and incidental, but really a designed and studied intermingling of the processes that gives to both their greatest value. To entrust the delicate and momentous task of educating the moral susceptibilities of a human being to one of less "tried skill in his or her department," than we should require for any branch of science, would seem preposterous. A man may make a skilful stage-driver, who would be very unsafe as the engineer of a locomotive, and valuable police officers there are, who would be quite out of their sphere in a school-room. What we most want is, that our orphans should pass from their humble homes, at once, into the very best moral atmosphere that the institution can provide, so that the first day they spend with us shall do its appropriate work upon their future character.

To whom, in the present arrangements of the institution is this pre-eminently important branch confided? Who have the largest share in developing and directing

the moral qualities of our boys? To determine this we must inquire briefly into their daily occupations, and we shall find their rising hour is six, and between that and eight they dress, wash, breakfast and attend Chapel, and thence go to school. No one of us, who has reared a family of children, needs to be told of the number and variety of occasions which these morning duties especially present for little irritating words and acts. To be patient, considerate and forbearing when there are thirty little boys to be dressed and washed and combed and brushed—some of them perverse and cross-grained from their birth, and others inattentive and incorrigibly playful—is a rare grace even in parents. And yet the absence of it will tell emphatically upon the characters and dispositions of the children. Nurses, governesses, or other care-takers, whatever their sex or title, should be selected with special regard to their **TEMPERS**, their familiarity with the wants and ways of children, and their ability to mingle instruction of some kind with every office and duty. Habits of modesty and personal cleanliness, propriety of speech and conduct, with a due regard to the interests of others, and a forwardness to oblige them—are most effectually taught in that short interval of two hours, which is spent between the dormitory and the school-room.

Then come two hours of instruction in which the faculties of the mind are chiefly to be exercised. Not, however, without frequent and favorable opportunities (well improved by many of our teachers,) to inculcate or confirm high moral principles, and to enforce important moral duties. Then comes a recess of fifteen minutes, a portion of time by no means too long for relaxing the muscles and inhaling the fresh air, and yet quite long

enough for evil to be done, which years will not suffice to counteract. At twelve, they are released from school for the next two hours, including the time of dining, and again fall under the care and inspection of those whose concern is with the passions and emotions of our nature, rather than with its intellectual faculties—with the heart rather than the head.

Whether any better use could be made of meal-time, will be considered by and by, but the hour and a half in a dry play-ground, in fair weather, is of inestimable value as an opportunity for introducing the best and most efficient influences in the formation of character. We do not mean that a catechism, a creed, or the Ten Commandments are to be carried into the enclosure, and used in intervals of cricket and football; but that in conjunction with healthful and manly exercise, there should be insensibly and gratefully insinuated, simple lessons of generosity, disinterestedness, ingenuousness, and a high sense of honor and duty, the practical use of which is nowhere more seasonable or fitting, (so far as boys are concerned,) than on the play-ground, and which if not practised *there*, will not be very likely to appear in the workshop or on the farm. On the play-ground then, we need and must have, those who have “*tried skill*” in this department, and who are competent and disposed to extract from every object and incident, some present natural help to the development of moral and intellectual character.

At two, P. M. the school rooms are again filled, and after a session of two hours, relieved by a brief recess, the chapel service occurs, which should be adapted as far as practicable, to the sympathy and comprehension of young children. As our associations with particular hymns and tunes are oftentimes very powerful in after

life, it might not be amiss were one or two morning and evening hymns committed to memory by all the pupils, and sung two or three times a week, and always in concert, so that the sound of the first word or note, would be the signal for a general outburst of song without the use of any book. Choruses are of value for the life and spirit they give, and are always welcomed by children. This department of our system, (hymns and music,) needs to be put upon an entirely new footing, and none will make better or speedier returns in moral and social improvement, for the expense incurred. After chapel service there is from an hour and a half to an hour and three-fourths, spent on the play-ground. At this season of the year, the younger pupils are summoned to the section-rooms half an hour before supper. And after supper these return to their section-rooms to be superintended by the governesses, while the older classes resort to the section-rooms in No. 2, and are superintended by the prefects. From an hour for the former, to two and a half hours for the latter, these section-rooms contain all the pupils. Some of them are engaged for a portion of the time in preparing their lessons for the following morning and, without much care and watchfulness, will contract habits which their regular teachers will find it no easy task to correct. We apprehend that as a season of preparation for class-duties, the evening might be made of much more importance. In some of the sections the older pupils are engaged in reading, and the younger indulge in amusements of various kinds. These closing hours of the day which in a well regulated home are so invaluable for familiar and improving intercourse, we almost entirely lose. It is practicable, we believe, to redeem them to some extent, and we trust an ex-

periment will not long be delayed. At seven and a half, eight, eight and a half, and nine, the different sections successively repair to their dormitories and soon forget their cares and ours, in the peaceful sleep of childhood.

It will be perceived then that from nine to ten and a half hours out of the twenty-four are consumed by sleep, six by school, one and a half in meals, one in washing and dressing, and half an hour in chapel, leaving from four and a half to six hours for recreation. And how do we distribute our force and expense? Why, we employ fifteen men and women to take care of the mind during six of the twenty-four hours, at an expense of \$13,550, and ten men and women to take care of their affections, morals, and habits during an equal period of time, at an expense of \$4,450! in other words, we employ three persons to take charge of the mind and two of the heart. We pay fifteen dollars for *teaching* our boys, and five for *educating* them. This is not the ratio which the founder of the charity contemplated. "The uncovered school-room," as the play-ground has been aptly called, is worthy of much higher consideration.

In one or more of the European institutions for orphans, both these departments are entrusted to the same parties. The pupils are under the superintendence of the teachers not less when at play than when in the school-room; in other words, *their education is a unit*. The intellectual, moral and emotional faculties and capacities, are subjected to simultaneous culture. Where the pupils are confided, during the hours of relaxation, to an inferior order of care-takers, having neither the influence nor the qualities of observation which belong to a teacher, the most important part of a child's training, to wit, that of the play-ground, is unprovided for. This

defect is plainly indicated in Professor Bache's Report. He refers to the ample endowment of the *Girard College* as requiring that the interests of the pupils should prevail over pecuniary considerations, and suggests that the corps of teachers should be increased "*beyond what is absolutely necessary for the duties of instruction*, in order that one or more of them in the several departments may be on duty out of school."

In the details of an arrangement to effect this important purpose, it would be needful of course to increase the corps of male teachers. Indispensable as is the proposed supervision of the hours of out-door relaxation, it might be too dearly purchased at the sacrifice of any portion of the influence of females which can be consistently retained. As teachers and governesses of boys under twelve or fourteen years of age, they have peculiar qualifications. The present Matron was for many years a successful teacher in one of our public schools, and this gives her manifest advantages as the mistress of the household. To carry out our plan, the exercises of the section-room, whether of study or relaxation, would be superintended by persons fully capable in all respects of discharging the duties of the school-room, for the same class; so that at suitable intervals, and for a limited period, there could be an interchange of duties, —the school-room teachers taking charge of the section-rooms, and the section-room superintendents taking charge of the schools, and both being gainers thereby.

The like course would be adopted with the sections of the principal department. The corps of male teachers would be enlarged, so as to suffice for the entire charge of the pupils during their waking hours; the distribution of their services in the school-room, dormitories, re-

factories, and play-ground, to be such, that each teacher shall be held responsible as well for the physical, moral, and spiritual nurture of each orphan, as for his progress in useful knowledge, and the same interchange of duties taking place as in the primary schools. This is not a scheme originated by your Committee. The Orphan House at Halle—the fame of which is co-extensive with the civilized world—admits “poor, fatherless, legitimate, healthy children,” of good morals, who generally leave the institution at the age of fourteen, to go to trades. Their tutors live in the house and sleep in the same dormitories with the boys. Two of their tutors, in rotation, attend them in their walks and plays. They are all present during study hours, so that the pupils know their teachers as their friends and companions, and their friends and companions as their teachers. Thus, whatever of reverence they have for them in the school-room contributes to their influence over them in seasons of relaxation and amusement; and the personal attachment which is thus engendered, gives new virtue to the motives and requirements of the school-room.

It has been well said, “that it is on the power of example, thus introduced into the familiar associations of the pupils, that the chief reliance is placed for preventing offences against morality, and securing that modesty of deportment and openness of character which are the principal barriers to the approaches of vice.” The older pupils can scarcely fail to transmit to the younger pupils an influence which is so direct upon themselves, and thus a wholesome moral tone is diffused throughout the house.

The Board will perceive, that under such a scheme of administration, the class of officers now known as prefects and governesses, would be no longer required. In

proposing to dispense with their services, however, nothing is farther from the views of the Committee than any reflection upon the character or competency of the persons who occupy those posts. If the change proposed is adopted, an opportunity will be given them in common with others, to have their claims to a continuance of their services in a new position properly weighed, and other things being equal, those who have been favorably known in their present relations would of course be preferred to strangers.

The complete success of such measures as have been now proposed, would still leave us destitute of some of the most important and influential elements of a domestic training. In the intercourse of brothers and sisters, under the eye of parents, there is occasional friction, but the power of natural affection and parental example and influence, may turn this to good account, so that in the end such friction shall not hinder or jar the movements of the social machinery, but rather smooth and polish it. In our college family such instincts of kindred are felt only in a very limited degree. A large part of the knowledge which children obtain of the meaning of familiar words and phrases, is also gained in family conversations; and a practical acquaintance with many of the commoner arts of life is acquired only by such services as the daily and hourly wants of a family demand.

In our household there is no intermediate position between the school-room and the play-ground, which affords opportunity for either of these acquirements. It is to be remembered, moreover, that our children have been from necessity accustomed to rely much more on this casual home intercourse, (corrupting as it sometimes may have been in its moral character,) than the children

in more prosperous families, whose main reliance is on the nursery and its servants.

It is also, we think, much to be regretted, that the usages and social intercourse of a well regulated family have not been more particularly attended to, and incorporated in the domestic economy of the institution, and especially in the arrangements of the refectories and during the periods spent by the orphans at their meals. We are aware of no conclusive reasons against this. It is usual in boarding schools, even where the time passed and the separation from home associations of this kind are much less. If it is probable that under the existing system the introduction into the institution of less formality and restraint than are now imposed, might lead to some confusion and improprieties of conduct, (which under a kind and careful supervision we do not anticipate,) yet this would soon be overcome, and indeed the correction of such dispositions by the establishment of better habits, is in itself an important object to be aimed at. Why then should we not modify this arrangement so as to admit of a division of the orphans into groups, to occupy separate tables, over which one or more teachers shall preside, as the head of a little household? Why make any distinction in table-furniture or provisions, which are not made in our own families, or in the families of agriculturists, mechanics, manufacturers, &c.? Why not make the three half hours passed at the table, seasons of cheerful and not unimproving intercourse—auspicious opportunities to *educate* the social qualities and to awaken and keep alive such a measure of intimacy and good fellowship, as is in harmony with the relations of the parties?

Scarcely any custom could make a wider chasm be-

tween the members of the Girard household, than that of separate tables for the officers and pupils. The idea of "*breaking bread*" together, as a token of confidence and friendship, belongs not exclusively to oriental times or nations—but to human nature. It was unquestionably the Founder's design that the *cream* of the charity should be the portion of his beneficiaries. That those who are identified with them in sympathy and interest as their tutors and care-takers, should fare equally well, must be readily admitted—but that they should have the *cream* and the orphans the *milk*, or that in any respect the orphans' fare should be so "plain and wholesome" as to be unpalatable to those who have charge of them, seems to us alike contrary to the spirit of the charity and embarrassing to the success of its administration.

Entertaining these views, your committee would recommend such an arrangement of the refectories as will allow every twenty or thirty of the orphans to occupy a distinct table, and that at each table one or more of the teachers shall preside and take his meals; see to the proper distribution of food; be responsible for the observance of order and propriety in his mess and at the same time allow such cheerful, social intercourse as would be allowed and encouraged by judicious parents, or boarding school-masters and mistresses at the head of their own table.

Your committee feel persuaded that such an influence as a good home exerts on the character of a child, is so urgent a want in Girard College, that to secure it we might safely remit much of our book-learning; and we believe that the nearest approach we can make to it is that now proposed, viz. :

To make every department—the chapel, the school-

room, the refectory, the dormitory and the play-ground, —directly tributary to the combined and simultaneous improvement of the minds and hearts, the morals and manners of our pupils. We would clothe the institution with the charms of a happy home, and invest every officer with the potent influence of an affectionate, intelligent father, seeking always and everywhere the best interests of his sons.

In no other way can we hope to secure the highest and most efficient moral influences of which childhood is susceptible. It is uniformly found that this principle “lies at the root of the usefulness and success” of the most favored institutions of the old country. It is this “which enables the superintendents of Mettray and the Rough House to preserve order by day and by night; which throws around those simple roofs and walls and over the little patches of grass or flowers, an air of contentment and happiness, which removes from the minds of the overseers all fear of their absconding, and from the minds of the pupils all desire of escape. It is not by creating an imposing institution—locating it in an edifice of palatial size and massive front, supplying it with learned professors and expensive apparatus, inaugurating its operations with speech, and procession, and display—that the true inspiration can be gained, that will lend to the charity all or any considerable part of its usefulness and efficiency” as a moral power.*

It may be that it will require some thousands of dollars beyond any former appropriation to accomplish this desirable end, but it should be borne in mind that all other objects of the testator’s bounty are, by the express terms of his will, made subordinate to the prosperity of

* North American Review, January 1858. p. 77.

the College. Much as he regarded the welfare of the city and the health and comfort of the citizens, they were to be held secondary to the interests of the College, which he emphatically declares to be his "PRIMARY OBJECT."

In farther prosecution of the arrangement we have in view, we should regard it as quite important that the President should take some share in the immediate instruction of the pupils. Considering the striking prominence which the founder gives to the rights of conscience, and the anxiety he manifests that the purest principles of morality should be instilled into the minds of the scholars, so that, on their entrance into active life, they may, from inclination and habit, evince benevolence towards their fellow-creatures and a love of truth, sobriety and industry, we might be thought regardless of a plain duty if we any longer neglect to furnish stated and specific instruction, in that department of "useful learning." It seems to us eminently proper, that a portion of the last year or two of the pupil's life with us, should be appropriated to instruction in moral philosophy by the President, and we should be very happy if suitable encouragement could be given to some competent person, to prepare a text-book on that subject, which would serve not only the purposes of GIRARD COLLEGE, but supply a vacuum in the public school literature of the country—a book to make the principles and axioms of a sound Bible morality as familiar to our American youth, at least as the principles of our political constitutions. The size and structure of such a text-book, and the character of instruction from it, would, of course, be adapted to the age and capacity of the pupils and to the sphere of life in which most of them will probably move.

Having secured, as far as may be, a combination of the advantages of a good *school* and a good *home* within these walls, we should naturally desire that the wholesome influence of a residence here of from four to twelve years, might attend the pupil not only through his apprenticeship, but far into the trials and conflicts of life. For we need not say that a lad who leaves our guardianship at fourteen or fifteen years of age is not unlikely to fall into straits. The new relation upon which he enters may be formed with all possible care, and yet may be mutually unsuitable; or the master may die or prove faithless; or some disaster may befall the orphan which throws him upon the cold charity of the world; or in a moment of excitement, and under strong temptation, he may go astray, and having no earthly father to whom he can return, like the prodigal, with penitence and hope, he may plunge recklessly into vice. It is scarcely to be supposed that so munificent an endowment as that of the GIRARD COLLEGE, cannot reach far enough to avert from one of its meritorious beneficiaries so great a disaster. If his bounty has rescued a poor orphan child from the temptations to which, through poverty and ignorance, he is exposed; furnished him with a better education and a more comfortable maintenance than would otherwise have been his lot; and fitted him, by the early cultivation of his mind and the development of his moral principles, for a useful and honorable life, it would be as impolitic as it would be inhuman to allow his generous aim to be defeated by the refusal of all further protection.

If our Houses of Reformation, erected and used for the purpose of reforming viciously disposed children, regard the voluntary return of an inmate to their custody as a hopeful indication, and are glad to extend to such

an one protection and relief, we cannot persuade ourselves that an institution pre-eminently designed and fitted to be the ORPHAN'S HOME, must shut its gates against any one of its former inmates, who without any fault of his own, is turned adrift and seeks a temporary shelter and support at our hands.

We may safely regard a provision for such cases as among the "details in relation to the organization of the College and its appendages," which the testator necessarily left to be arranged by the guardians of his charity, and we cannot doubt they will see it to be in accordance with the whole spirit of the endowment, to receive back temporarily such of our deserving youth as have been by some unforeseen event deprived of a home as apprentices.

This is, by no means, a novel feature in an institution of this kind. The Burgher Orphan Home at Amsterdam, has about the same number and class of pupils with ours, though their average age may be higher. At fourteen they are apprenticed, but remain "*children of the house*," until they reach the age of twenty. Those who go to sea, come back to the institution, *as a home*, at the end of every voyage. *Prof. Buche* tells us that he took particular pains to inform himself in the different institutions where this practice of receiving back pupils, as to a home, prevailed, and he was assured it was productive of no bad fruits. He repeats a remark made by one superintendent, that if the arrangement gave much more care and trouble than it did, such were its advantages, that he should regret to see it abandoned; and the Professor adds, "The idea is a beautiful one and I should be most happy to see it fairly tried in our institution and under our circumstances."^{*}

^{*} Report on Education in Europe, p. 149.

The benefits of thus extending the care and sympathies of the Institution to those who have ceased to be residents, would be felt from the outset of the pupil's career, as a stimulus to retain a creditable position. Even in institutions of a penal character, these benefits are recognized and valued. We have been told that when in the late battles of the Crimea, some deeds of military valor were performed by soldiers once inmates of the Reformatory institution at Mettray, the honorable decorations they received were sent home and hung upon the walls of the apartments they occupied while under penal restraint. And may we not take pride in the trophies which our pupils win in their peaceful struggles for a livelihood—at least enough to welcome them back for a little season, when but for such a welcome, they would be homeless?

Besides, the occasional return of an apprentice, we are likely always to have with us a few orphans, who for some cause, fail to secure places when their course of study terminates. At this time, some half dozen of this class are residents at the college. They are quite as much of a burden to themselves as to us. Without a systematical exercise for mind and body, they are very likely to contract habits most unpropitious to a useful or agreeable apprenticeship. It can hardly be questioned we think, that some provision should be made for such cases, not only for the maintenance of such residents, but for their further improvement. To this end, and for other and more permanent uses, we submit to the consideration of the Board the propriety of erecting a plain, movable, iron workshop, large enough to allow fifty boys to be employed at a time, in such useful manual occupations as may be found

practicable, and a knowledge of which, will prove of advantage to them, whatever business they may follow. There are many resident orphans of the older classes, who would greatly prefer some employment of this kind to the amusements of the play-ground, and it would be easy, by judicious alternations, to give all who wish for it an opportunity to practise some handicraft. The expense of such a building with a roof projecting sufficiently to keep dry a considerable area of ground for out-of-door exercise in wet weather, need not exceed two thousand dollars. For the few who might occasionally return to the college as their only home, and the few who fail to obtain a place at the close of their course, it might be needful to devise some combined system of labor and study; and also suitable provision for the board and lodging of all such temporary residents, such as would correspond with a spare bed and a seat at the table of a respectable home. A section of a dormitory to be separated by a sliding door or curtain, and a table raised a few inches above the range of tables in the refectories, would serve all purposes. And in this connection and bearing directly on the topic which has been discussed, your Committee would suggest the expediency of allowing twenty-five or thirty of the older and most meritorious boys the privilege, for the last year or six months of their residence, of a seat at a table to be served, perhaps, in what is called the Society-room, and to be presided over by the matron. The expense would be very trifling, and an opportunity would thus be afforded for cultivating those proprieties and courtesies of manner which serve as an open letter of commendation to general favor and friendship.

Having thus presented to the Board a view of such

modifications of our system as we think would greatly improve its social and domestic bearings, we will ask their attention for a moment to two or three specific propositions touching *the department of instruction*. We understand from the President's report, that the system of instruction as now administered, embraces a much larger circle of studies than can be completed in the average time of the pupils residence, and that a revision is desirable to adapt it to the existing state of things.

To this end we are inclined to believe that great advantages would result from subjecting a large proportion of the children, for the first six or twelve months of their pupilage, to what is known as the *infant-school system*. It may be difficult to divest ourselves of prejudices against this method of dealing with children's minds, so manifold and glaring have been the abuses and absurdities which have crept into it. But after all, the *principle* of the system is so rational and philosophical, that it can easily vindicate its claims to our confidence.

No one can spend a school-hour with the youngest classes of Primary No. 2, without perceiving the absence of educational power. The proverbial restlessness of the children has no adequate relief. Excitement and action, so natural to them, are left to self-exhaustion in mischief or idle play. The teacher and the pupils are at perpetual odds—she striving to keep them quiet and orderly, and they instinctively, (and perhaps unconsciously) thwarting her efforts, and struggling against restraint. Though these children may have passed the age to which the infant-school system is most appropriate, still, if we find their moral, intellectual and physical condition such as

this system, properly administered, would most happily meet, it is clearly our duty to employ it.

Now it is obvious, from the character of most of our orphans when they enter the institution, that their poverty, or something else, has proved a barrier to the improvement of manners as well as of the mind, and they need the simplest rudimental instruction in both. The spirit and scope of the founder's will, require us to seize on the most propitious period of the orphan's life to inculcate the purest principles of morality. This period is unquestionably infancy and childhood. Too many of our educators are prone to forget that the heart of a child has a claim to their labor prior to, and higher than his head, and that his habits are gaining strength long before lessons are put into his memory or books into his hands. Were our orphans, on their admission to the institution, introduced first into an infant department, we should expect them to be well trained,

1. Corporeally; that is, to acquire proper habits of walking, sitting, standing, or using their hands and arms, and feet and legs, as they are meant to be used; holding a book or slate conveniently; observing order in their motions, and a ready attention to duty; cleanliness of person, tidiness of apparel, and gentleness of manner.

2. Intellectual training would embrace not so much the *communicating* of knowledge as the healthful and natural exercise of the faculties by which knowledge is acquired and put to use. The minds of the pupils would be conversant with "facts and things," rather than with words and signs, which would be in accordance with the express injunction of the founder, and completely reverse the present order of proceeding in most schools—words and signs filling up the dull routine of their daily exercises.

3. And for the third and most important department—moral culture—a course of instruction would be adopted which should not only familiarize their minds with the elementary principles of sound morality, but afford them daily and hourly opportunities of practising them. We have a text-book in which these principles are revealed with a simplicity and authority suited to feeble infancy, and yet challenging the admiration and deference of the most exalted intelligence; and if we can secure one or more teachers who have drunk deeply of the spirit of love and tenderness, which a true faith in these principles must inspire, we cannot doubt that, as the pupils advance to the higher departments of study, they will bear with them indubitable proofs of the wisdom, power, and efficiency of this introductory stage.

It is no fulfilment of one of the most specific and emphatic requirements and conditions of this charity—we mean that which concerns the moral training of the children—simply to require them to refrain from profane language, or from depredations on each other's desks, or drawers, or pockets, or to prevent overt acts of mischief, malice or revenge, or the deliberate and wanton violations of the rules of the institution. The most dangerous and hopeless convicts in our penitentiaries, are often noted for their punctilious observance of all the regulations of the prison.

Deeper and broader principles were in Stephen Girard's mind when he expressed his desire, that* "*all the instructors and teachers in the college shall take pains to instil into the minds of the scholars the purest principles of morality.*" And this *pains-taking* by *all* is indispensable in order that his desire may be fulfilled, viz: "that the orphans on their entrance into active life, may, from

* The italics are in the original instrument.

inclination and habit evince benevolence towards their fellow-creatures, and love of truth, sobriety and industry; adopting at the same time, such religious tenets as their *mature reason* shall enable them to prefer." These are high and sacred aims, and to attain them requires a measure of skill and fidelity and unceasing watchfulness on the part of "instructors and teachers," which is rarely found.

Should the Board favor the suggestion we have ventured to make, it would be necessary to fit up an apartment with a proper gallery, furniture and apparatus, and to secure the services of a principal and assistant, who should both be of "tried skill" in this particular method of instruction. So indispensable is this requisite to the success of the plan, that we should not propose to organize the department till we can make sure of its proper superintendency.

In this connection it is but just to state, that the suggestion of this new department is not prompted by any doubt of the competency and fidelity of those who have charge of such of the boys as might be transferred to it. A recent examination of the boys admitted to the College a year ago, affords gratifying evidence of the skill and success of their teachers. Those who could not then make a figure are now quite proficient in the simple rules of arithmetic. Five out of six of them, now in Miss Lynch's section, Primary No. 2, taken indiscriminately, readily perform sums in subtraction, where both the subtrahend and the minuend consisted of nine or more figures; and also in division, short and long. And of those boys, who at their entrance last February, constituted the alphabet class, many now read in words of one syllable. The like testimony is not less due to the proficiency of the pupils constituting Primary No. 1. It is not, therefore, to secure a more rapid advancement of the pupils

in these branches of learning that we would introduce an infant department, but mainly to give occupation and direction to the dawning faculties of the little boys, and at the same time lay broad and deep the foundations of moral truth and duty; this mainly—the other incidentally.

There is one feature in our present method of instruction which might, as we think, be advantageously modified. It is the *large use made of text-books*. In the higher grades of study, supposed to be open only to those whose minds are comparatively matured and made self-reliant by a thorough elementary training, text-books may be indispensable. The student understands how to use them as a substitute for the living teacher; but in the earlier stages of education, before the mind is capable of much self-control, and is easily diverted, especially from occupations not particularly attractive and oftentimes not very intelligible, the living voice, with its constantly varying tones—the eye glancing quickly from one pupil to another—the action of the earnest teacher giving point and emphasis to his instruction—these are indispensable at once to attract, to fix, and to reward the attention. It is only by this method that the minds of the teacher and the taught can truly and profitably commune; and it is only by such communion that the great end of both can be attained.

This has been remarked as a valuable feature in the German systems of education. “The master is expected to be so fully imbued with his subject and expert in his art, as to be able to impart knowledge, principally orally, to his pupils, and in such a way as to adapt it to each individual. Hence books are chiefly required for study at home. And thus individual training is possible to an extent which no routine system with books would permit.”

Professor Bache refers to a school in *Berlin* of two hundred children, from six to sixteen years of age, in which only ten text-books are used for six classes, and of these, two are song-books, and the Bible and Catechism are two others—leaving really but six text-books for the six classes. And it has been most justly observed, that “the common mistakes of overburthening the mind with positive knowledge and of too much system in teaching, are alike injurious to mental development. The teacher must be able to make his subject interesting, and therefore should know how to communicate a knowledge of it without a book, and to elicit the knowledge of his pupils by proper questions. For it is the *mental activity* of the pupil which will determine the measure of his success in after life,” and hence this activity rather than positive knowledge should be regarded as the chief object of instruction at our schools.

We have but just now completed the tenth year from the opening of the College, and yet we have had in use fifteen different arithmetics, eleven geographies, twenty-three reading-books, (some of them in several parts,) eleven books of history, fourteen grammars and dictionaries, and even four constitutional text-books. In all this list we find not one text-book on the subject with which, of all others, the founder desired “*all the instructors and teachers*” in the College to take pains to imbue the minds of the scholars, viz. :—the *principles of morality*. And though we find in the above enumeration of text-books treatises on the Federal and State constitutions, it by no means follows that the “especial desire” of the founder is fulfilled, viz. :—“That by every proper means a firm attachment to our republican institutions, and to the sacred rights of conscience as guaranteed by them, are formed and fostered in the minds of the scholars.” This

is a branch of instruction which requires something more than formal recitations from a text-book, and should furnish more than a mechanical knowledge of the framework of our political organizations. It is a department which, of all others, must depend, for its profitable administration, upon something quite outside of books and lessons.

We have now touched upon the several topics which we think deserve the early and earnest attention of the Board. If a revision of the course of study adopted in 1853 should be deemed expedient, in accordance with the recommendation of the President in his reply to the inquiries of the Committee of Instruction, it would afford a fitting opportunity to introduce any of the elements to which we have referred. That Committee is possessed of evidence which shows conclusively, the need of some arrangement which shall promise a more thorough and accurate knowledge of those branches which enter most largely into every man's daily life. A lad who is quick and accurate in figures, and who can promptly express himself on paper, in business style, with faultless orthography, proper paragraphs, capitals, punctuation, &c., will be more likely to make his way in the world than one who fails in these particulars, though he may have made creditable proficiency in surveying, mathematics, and the various branches of natural philosophy.*

* An applicant for the place of a teacher, whose salary was fixed at \$1500, was qualified in all respects but *spelling*, and his application was rejected.

A Professor's chair was vacant in an Eastern College. A person qualified by general scholarship was proposed to occupy it; but on opening a correspondence with him, his *spelling* was so bad that the electors thought it would be discreditable to employ him.

A person who had served as a book-keeper, wished to better himself by becoming Secretary of an Insurance Company. This office would require some correspondence, and when the Company found how badly he *spelled*, they declined to elect him.

It has been maintained, we are aware, (and a mere verbal interpretation of the terms of the will may, perhaps, justify the position,) that *all* the orphans are to receive instruction in *all* the branches enumerated by the founder, as pertaining to a "sound education." Without discussing this point, we are certainly at liberty to proportion the measures of instruction in each branch to the probable advantage the pupil may derive from it; and as a good knowledge of reading, writing, spelling and the simple rules of arithmetic, is of eminent practical use in every department of life, we may safely concentrate upon these whatever time and skill may be needful for their thorough attainment, though a knowledge of French and Spanish, navigation, surveying, astronomy and chemistry, may, for a majority of the pupils, be comparatively superficial.

That the Board may be fully apprized of the existing defects in some of these elementary, and (as we think,) most essential branches of education for such boys as ours, we submit the results of a recent examination in orthography.

- Fifty copies of the President's message at the opening of the present Congress, were supplied and distributed among the pupils of the principal department and of Primary No. 1, with ample opportunity to read it. Thirty words* were selected from the message, some of which were used more than once. The words were distinctly

A young teacher who had been aided in getting a place by the efforts of a friend, wrote him a letter begging him to *except* his thanks. The friend was mortified to find what sort of a teacher he had aided.

* Adjournment, recurrence, emitting, channels, sovereign, efficient, convertibility, aggregate, financial, competing, buoyancy, equilibrium, curtailment, liquidation, irreversible, intimate, ratification, recognise, identical, adjustment, reciprocate, preparatory, guaranty, concession, temporary, draught, auxiliary, allegiance, pre-emption, receive.

pronounced by the teacher, and if needful repeated, and each pupil was directed to write it.

In examining the result, no doubtful cases were counted as errors,—such as undotted i's which might be e's; an omission of a connecting hyphen, as in pre-emption, or a misapprehension of the termination of a word, as guaranty, spelled with a double e final; and where two or three errors occurred in the spelling of the same word they were counted as one.

Of the one hundred and twenty pupils in primary, No. 1, one spelled every word correctly. Of the seventy-six in the Principal Department, five spelled every word correctly. The word *buoyancy* was spelled in twenty-seven different ways, in Primary, No. 1, preparatory in six, pre-emption in ten, guaranty in thirty-four, and equilibrium in forty-one.

In the principal department, buoyancy was spelled in nine different ways, equilibrium in nineteen, pre-emption in four, preparatory in four, guaranty in seven.

It may be that, under similar circumstances, we should have substantially a like result in most of our best schools; but not so where this important branch of instruction has received due attention, throughout the whole school-term, and time has been allowed for thorough instruction in it. As an example, we may cite the result of an examination in Boston, in presence of some of the most capable judges in our country, to test the comparative value of the common and the phonetic methods of teaching. Twenty-four words* were given out, most of which occur in the daily trans-

* Farmer, molasses, grasshopper, charcoal, afternoon, quarter, half, whole, unbolted, jacket, sugar, breakfast, boiling, disappear, brilliant, teach, twenty, duty, shoulder, enough, reproach, examine, attainment, anxious.

actions of life. Four girls were selected, two from each of the two best public schools, and who were regarded as the best readers and spellers under nine years of age in their respective schools, and all having been under instruction for an average of four years. They missed two words, *twenty* and *examine*. The average errors in class A. of our principal department in the exercise on the message is one hundred per cent. greater, and the average of age double that of the Boston girls.

The four children instructed phonetically were from three to five years of age, three of them from German families, and unable to speak English when the teaching commenced, and none of them having been under instruction more than ten months. They mis-spelled eleven of the twenty-four words. The average of errors in class 4 Primary, No. 1, in our exercise is twenty per cent. higher than this.

Trusting that the views we have now expressed will commend themselves to the judgment of the Board, and with a view to reduce them, in substance and effect, to the test of experience, the following resolutions are offered:—

1. *Resolved*, That measures be taken to organize an Infant-school department for the youngest pupils in the College, on the most approved plan, and to secure the services of one or more teachers, of tried skill in that particular branch or method of instruction.

2. *Resolved*, That in the opinion of this Board it is desirable a building should be erected upon the College premises, of such materials and of such form as may be best adapted to the purpose, for the employment of a portion of the pupils in manual and mechanical labor, to be supplied with the needful furniture and tools, and also with instruction in such labor.

3. *Resolved*, That some suitable arrangement be made for the temporary board, lodging and employment of such orphans as are obliged to remain in the College after having finished the prescribed course of study, or who shall have left the College in good repute, and, during their apprenticeship are, for any cause, (not involving a fault of their own,) deprived of a home.

4. *Resolved*, That in the apportionment of time to the different pursuits of the orphans, enough shall be allowed to spelling, reading, writing, geography, and the simple rules of arithmetic, to secure a thorough knowledge of those branches by the time they arrive at fourteen years of age.

5. *Resolved*, That it is expedient that all persons employed in the care of the orphans, except the nurses and house-servants, shall be of "tried skill" in the offices of teaching and training—so that a free interchange of official duties in the school-rooms and out of them, may from time to time take place, thus diffusing the influence of each individual and of each department through the whole body; and that the present corps of teachers be enlarged sufficiently to accomplish the end proposed in the present resolution.

6. *Resolved*, That a department of instruction in the principles of morality, including the sacred rights of conscience, be organized, of which the President, for the time being, shall be the head; said department to have such a place in the arrangements of study and such a portion of the pupil's time, as its importance demands.

7. *Resolved*, That a general revision of our text-books be instituted as soon as practicable, with a view to a reduction of their number and an improvement in their quality; and that if, in any case, such as are well adapted to our

purposes cannot be obtained in the market, arrangements be made to have them prepared.

FRED. A. PACKARD,
SAMUEL H. PERKINS,
SAMUEL F. FLOOD,
WILLIAM MARTIN,

HENRY D. GILPIN,
D. M. FOX,
W. J. DUANE.
JAMES S. WATSON.

Extract of a letter from H. M. PHILLIPS, Esq., a member of the Committee of Instruction, dated Washington, February 19, 1858.

"I have read the report with interest and gratification. I can make no suggestions that would improve it in any way. Its adoption will produce a substantial reform—an improvement that our future pupils will make manifest."

At a meeting of the Board of Directors, held on Wednesday, March 24, 1858, the foregoing resolutions were adopted, as were also the following :

Resolved, That it is expedient to make such arrangements in the regulations of the refectories as will reduce the number of the orphans occupying each table, and introduce a judicious system of social intercourse among the orphans and their teachers and other officers of the institution.

Resolved, That the resolutions this day adopted in regard to the instruction and training of the orphans in the institution, and the care of those who may be bound out as apprentices, be referred back to the joint Committee appointed on the 10th of February, and that said Committee report to this Board as early as possible, a plan, in detail, in accordance therewith, and making the alterations necessary therefor in the present system of instruction, training, discipline, household arrangements and binding out, together with the requisite changes in the number, duties and salaries of the officers and teachers, and in the existing by-laws and regulations, and together also with such modifications of the ordinances as it may be necessary to propose to Councils.